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ABSTRACT

Part of a multi-campus comparative evaluation of National Second Step Programs (NSSP), this technical supplement contains data collected from a sample of 800 students, graduates, and faculty of the first six accredited second step programs in nursing education as well as copies of survey instruments used in the study. It consists of five sections. Summarized first are data obtained from the faculty questionnaire, faculty omnibus personality inventory, and faculty nursing school environment inventory. Next, various information pertaining to students is covered, including data from the following instruments: first- and second-year questionnaires, a nursing school environment inventory, the Cattell Culture Fair Intelligence Test, a graduate survey, an entry questionnaire and graduate survey, an omnibus personality inventory, a supervisor rating scale, the National League for Nursing Intelligence Tests, and longitudinal studies administered to students at various times. Described next are data pertaining to student background, attitudes toward nursing, program evaluation, and program outcomes. Various instruments are provided, including the faculty, entry, and second-year questionnaires; the first-year and graduate surveys; and the supervisor rating scale. (Related reports dealing with evaluating nursing education and with evaluating NSSP programs in particular are available separately--see note.) (MN)

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TECHNICAL SUPPLEMENT
FOR THE
NATIONAL SECOND STEP PROJECT

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May 1981

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INTRODUCTION

The National Second Step Project began in 1978 "to conduct a multi-campus comparative evaluation of Second Step programs on a nationwide basis." One of our first tasks was the presentation of our intended research processes in Evaluating Nursing Education: A Research Manual.[1] This current document includes the general descriptive findings of our study and more specifically is a follow-up or supplement to the methodology put forth in the Manual. More analytic and theoretical formulations derived from the study can be found in various articles written by members of the project staff.[2]

Students, graduates and faculty of the first six NLN accredited Second Step programs in nursing comprise the NSSP sample. The actual target populations and response rates for each of our instruments can be found on page 47. Faculty were surveyed only once in early 1979. Students were surveyed at Entry in either 1978 or 1979, at the end of their first year in 1979 or 1980 and at graduation in 1979 or 1980. Graduates were surveyed once at six to eighteen months after graduation in 1978, 1979 or 1980. The true longitudinal sample began their Junior year in Fall 1978 and graduated in Spring 1980. Data from the other classes were collected on each instrument to supplement the longitudinal sample.

All of the survey instruments written for this project are included in this volume beginning on page 58. In addition to these instruments, we also used the following:

EADS--Evaluation Associates Data Sheets which include certain basic demographic and educational information for each student in the sample taken from departmental records and transcripts. These also include whether or not the student graduated or withdrew and when and their cumulative GPA.

OPI--Omnibus Personality Inventory which was designed specifically for use in colleges and universities to assess values, attitudes and interests relevant to normal functioning and intellectual activities in these settings.[3]

CFI--Cattell Culture Fair Intelligence Test measures basic intelligence in a manner designed to reduce as much as possible the influence of verbal fluency, cultural background and educational level.[4]

NLN--National League for Nursing Achievement Tests.[5] Among the many achievement tests available, we selected Community Health and Applied Natural Sciences. Percentile norms are based on NLN's standard baccalaureate population.

NSEI--Nursing School Environment Inventory administered to both faculty and students provides perceptions of the general environment of each program.[6]

The data presented in the following pages are broken down by the two common types of Second Step programs as we found a number of differences distinguished themselves along these lines:

2 + 2--These colleges and universities offer an ADN as well as a BSN. Frequently students directly articulate from one program to the other most often without any break. Students, therefore, tend to be younger and to have had little work experience. These programs do accept graduates from other ADN and diploma programs.

Upper 2--These programs are found in colleges and universities without any other undergraduate nursing programs. All students must have acquired their basic nursing education elsewhere.

The NSSP sample consisted of three programs of each type.

What follows is a great deal of very specific empirical information on a large sample of nursing students, faculty and graduates. We don't expect it to be read through like a novel but hope that the basic data will be useful to the understanding of the Second Step phenomena, the fastest growing development in nursing education today.

Sally Brian
May 4, 1981

Notes

1. Jako, K. L.; Brian, S. M.; Church, E. and Searight, M. W. Evaluating Nursing Education: A Research Manual. Springfield, VA: U. S. Department of Commerce, National Technical Information Service,* HRP #0900626, 1979**

2. Jako, Katherine L. (ed) Proceedings, Vol. 1: Researching Second Step Nursing Education.*** (National Second Step Project Conference, San Francisco, January 14-15, 1980.) Rohnert Park, CA: Sonoma State University, March 1980; Proceedings, Vol. 2: Researching Second Step Nursing Education. (National Second Step Project Conference, San Francisco, January 12-13, 1981.) Rohnert Park, CA: Sonoma State University, 1981 contain examples. ****

3. Heist, Paul; Yonge, George; McConnell, T. R. and Webster, Harold. Omnibus Personality Inventory available from The Psychological Corporation, 304 East 45th Street, New York, NY 10017.

4. Cattell, R. B. and Cattell, A. K. S. Test of "g": Culture Fair available from The Institute for Personality & Ability Testing, 1602-04 Coronado Drive, Champaign, IL 61820.

5. National League for Nursing, 10 Columbus Circle, New York, NY 10019.

6. Lysaught, Jerome P. An Abstract for Action: Appendices. New York: McGraw-Hill Book Company, 1971, pp. 465-471.

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TECHNICAL SUPPLEMENT

TABLE OF CONTENTS

Page

Introduction iii

FACULTY DATA

Variables collected at only one point in time

Faculty Questionnaire 1
Faculty Omnibus Personality Inventory 3
Faculty Nursing School Environment Inventory 3

STUDENT DATA

I. Simple variables collected at only one point in time

A. Pre-entry data (departmental records) 4
B. Entry Questionnaire + Second Year Questionnaire 4
C. Entry Questionnaire Only 5
D. First Year Survey 7
E. Nursing School Environment Inventory 9
F. Cattell Culture Fair Intelligence Test 9
G. Graduation Survey 9
H. Post-Graduation Survey 10
I. Supervisor Rating Scale 12

II. Simple variables collected at more than one point in time

A. Entry Questionnaire and Graduation Survey 13
B. Omnibus Personality Inventory 33
C. National League for Nursing Achievement Tests 35
D. Entry Questionnaire to First Year Survey to Graduation Survey 36
E. First Year Survey to Graduation Survey 36
F. Entry to Graduation to Post Graduation 37
G. Entry Questionnaire and Second Year Questionnaire 39
H. Graduation Survey to Post-Graduation Survey 40

III. Composite variables

A. Background variables 42
B. Attitudes toward nursing 43
C. Program evaluation variables 45
D. "Outcome" variables--Longitudinal Sample only 46

TARGET SAMPLE AND RESPONSE RATES FOR VARIOUS INSTRUMENTS 47

FIGURES

1. Longitudinal Change--Professional Nursing Orientations 48
2. Longitudinal Change--Importance of Clinical Areas 49
3. Longitudinal Change--Employment Preferences 50
4. Longitudinal Change--Nursing Satisfactions 51
5. Longitudinal Change--Self-Perceived Competence 52
6. Longitudinal Change--Importance of Educational Experiences 53
7. Longitudinal Change--Importance of Various Values 54
8. Longitudinal Change--Omnibus Personality Inventory 55
9. Longitudinal Change--NLN Achievement Tests 56
10. Longitudinal Change--Professional Interests 57

INSTRUMENTS:

Faculty Questionnaire 58
Entry Questionnaire 62
Second Year Questionnaire 74
First Year Survey 76
Graduation Survey 80
Post-Graduation Survey 90
Supervisor Rating Scale 93

INDEX 94

FACULTY DATA

Variables collected at only one point in time.

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
Faculty Questionnaire				(n=34)	(n=34)	(N=68)
F1	1	Mean age of faculty in 1979	$\bar{x}$ =	43.6	42.1	42.9
			s.d. =	10.7	10.5	10.6
	2	% female		100%	97%	98%
F2	3	Type of basic RN training:	Diploma	24%	41%	32%
			ADN	6%	6%	6%
			BSN	70%	53%	62%
F3	3	Highest degree earned:	Baccalaureate	12%	3%	7%
			Masters	76%	85%	81%
			Doctorate	12%	12%	12%
F4	3	Years between basic and BSN:	First degree was BSN	70%	53%	62%
			1-4 years	12%	28%	20%
			5+ years	18%	19%	18%
F5	3	Years between BS and MS:	Not applicable (no MS)	12%	3%	8%
			1-4 years	44%	53%	48%
			5+ years	44%	44%	44%
F7	4	Number of months on faculty as of 1/79	$\bar{x}$ =	58.4	37.0	47.7
			s.d. =	38.1	28.1	35.0
F8	5	Number of courses taught per year	$\bar{x}$ =	2.4	3.5	2.9
			s.d. =	1.0	1.4	1.3
F9	6	% currently licensed as RN		97%	94%	96%
F16	7	Number of years clinical experience	$\bar{x}$ =	6.0	6.6	6.2
			s.d. =	2.4	2.4	2.4
F22	8	Number of years teaching experience	$\bar{x}$ =	6.7	5.5	6.0
			s.d. =	2.9	3.2	3.1
F26	9	Number of years administrative experience	$\bar{x}$ =	7.6	5.0	6.2
			s.d. =	2.4	2.8	2.9
F27	15	Curriculum organized around unifying theme:				
		1 - Very much so		53%	68%	60%
		2 - To some degree		35%	29%	32%
		3 - Don't know		9%	0%	4%
		4 - Not much		3%	3%	3%
			$\bar{x}$ =	1.6	1.4	1.5
F28	16	Interaction among faculty members:				
		1 - Hierarchical		0%	0%	0%
		2 - Cordial		6%	18%	12%
		3 - Casual		56%	24%	40%
		4 - Warm		35%	53%	44%
		5 - Like encounter group		3%	6%	4%
			$\bar{x}$ =	3.4	3.5	3.4
F29	16	Faculty-student interaction:				
		1 - Hierarchical		0%	0%	0%
		2 - Cordial		18%	21%	19%
		3 - Casual		35%	26%	31%
		4 - Warm		47%	50%	48%
		5 - Like encounter group		0%	3%	2%
			$\bar{x}$ =	3.3	3.4	3.3

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES	2 + 2	Upper 2	Total
Faculty Questionnaire (Continued)			(n=34)	(n=34)	(N=68)
F30-F48	20	Characteristics of nursing, listed in descending order of % (total NSSP faculty sample) who endorse the phrase as descriptive of "Nursing as it Exists Now":			
		Hard work	94%	85%	90%
		High technical skill	76%	94%	85%
		Order and routine	82%	85%	84%
		Clear-cut lines of authority	65%	67%	66%
		Emotional control and restraint	65%	67%	66%
		Dedicated service to humanity	62%	61%	61%
		Job security	65%	58%	61%
		Clearly defined tasks	59%	58%	58%
		Demonstrating care and concern	56%	61%	58%
		Human drama and excitement	50%	52%	51%
		Close supervision and direction	44%	55%	49%
		Moving ritual and ceremony	44%	46%	45%
		Highly respected in community	41%	24%	33%
		Meticulousness	21%	36%	28%
		Solid intellectual content	24%	30%	27%
		Originality and creativity	18%	18%	18%
		Frequent innovation in problem solving	12%	24%	18%
		Religious inspiration and calling	18%	12%	15%
		Exercise imagination and insight	9%	12%	10%
F50-F68	20	Characteristics of nursing, listing in descending order of % (total NSSP faculty sample) who endorse the phrase as one "would like to see as Important in the Future of Nursing":			
		Originality and creativity	97%	100%	98%
		Exercise imagination and insight	97%	94%	96%
		Frequent innovation in problem solving	94%	94%	94%
		Highly respected in community	94%	91%	92%
		Solid intellectual content	91%	94%	92%
		Demonstrating care and concern	91%	78%	85%
		Dedicated service to humanity	65%	53%	59%
		Job security	53%	47%	50%
		High technical skill	50%	47%	48%
		Human drama and excitement	41%	31%	36%
		Clear-cut lines of authority	24%	31%	27%
		Hard work	29%	25%	27%
		Clearly defined tasks	29%	25%	27%
		Meticulousness	32%	19%	26%
		Order and routine	21%	9%	15%
		Emotional control and restraint	15%	12%	14%
		Close supervision and direction	12%	16%	14%
		Religious inspiration and calling	15%	6%	11%
		Moving ritual and ceremony	0%	0%	0%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
Omnibus Personality Inventory: Faculty respondents				(n=32)	(n=36)	(N=68)
OPI1	N/A	Thinking Introversion	$\bar{x}$ =	28.4	30.2	29.3
			s.d. =	6.8	5.5	6.2
OPI2		Theoretical Orientation	$\bar{x}$ =	20.9	22.9	21.9
			s.d. =	5.3	3.9	4.7
OPI3		Estheticism	$\bar{x}$ =	12.5	13.7	13.1
			s.d. =	3.9	4.0	4.0
OPI4		Complexity	$\bar{x}$ =	15.2	16.8	16.0
			s.d. =	4.9	3.8	4.4
OPI5		Autonomy	$\bar{x}$ =	30.8	34.4	32.7
			s.d. =	6.4	4.9	5.9
OPI6		Religious Orientation	$\bar{x}$ =	10.9	16.1	13.6
			s.d. =	5.4	4.8	5.7
OPI7		Social Extroversion	$\bar{x}$ =	25.8	25.2	25.5
			s.d. =	8.4	5.9	7.2
OPI8		Impulse Expression	$\bar{x}$ =	22.2	26.4	24.5
			s.d. =	9.6	7.7	8.9
OPI9		Personal Integration	$\bar{x}$ =	43.5	42.2	42.8
			s.d. =	5.8	9.0	7.6
OPI10		Anxiety Level	$\bar{x}$ =	15.3	15.2	15.3
			s.d. =	3.0	4.6	3.9
OPI11		Altruism	$\bar{x}$ =	25.9	25.1	25.5
			s.d. =	4.6	3.9	4.3
OPI12		Practical Outlook	$\bar{x}$ =	9.8	8.6	9.1
			s.d. =	5.0	4.6	4.8
OPI13		Masculinity-Femininity	$\bar{x}$ =	26.5	26.3	26.4
			s.d. =	3.3	4.4	3.9
OPI14		Response Bias	$\bar{x}$ =	17.2	16.9	17.0
			s.d. =	3.6	4.1	3.8
OPI15		I.D.C.	$\bar{x}$ =	4.7	4.2	4.4
			s.d. =	1.4	1.1	1.3
Nursing School Environment Inventory: Faculty respondents NSEI				(n=34)	(n=34)	(N=68)
GENEST	N/A	General Esteem	$\bar{x}$ =	72.1	76.9	74.5
			s.d. =	6.5	5.5	6.4
ACADINT		Academic Interest and Enthusiasm	$\bar{x}$ =	30.8	33.2	32.0
			s.d. =	4.2	3.7	4.1
EXMOT		Extrinsic Motivation for Academic Achievement	$\bar{x}$ =	27.9	29.1	28.5
			s.d. =	3.1	2.7	3.0
BROFINT		Breadth of Interest	$\bar{x}$ =	20.4	23.3	21.8
			s.d. =	4.0	2.8	3.7
INMOT		Intrinsic Motivation for Academic Achievement	$\bar{x}$ =	25.6	28.6	27.1
			s.d. =	2.2	2.5	2.8
ENCAP		Clear Concise Encapsulated Instruction	$\bar{x}$ =	21.7	22.2	21.9
			s.d. =	2.3	2.5	2.4

END OF FACULTY DATA

STUDENT DATA

I. Simple variables collected at only one point in time.

A. Pre-entry data (departmental records).

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
Evaluation Associates Data Sheets EADS				(n=936)	(n=1277)	(N=2213)
AGE	N/A	Age at entry	$\bar{x}$ =	25.7	31.7	29.2
			s.d. =	7.1	7.4	7.8
V2		% female		96.7%	95.4%	95.9%
V3		% racial minority		5.2%	6.5%	5.9%
V7		Type institution, prior nursing program:	Hospital	16.0%	47.8%	34.3%
			2-yr college	18.8%	44.5%	33.6%
			4-yr coll/univ	65.2%	7.8%	32.1%
V10		Type basic degree:	Diploma	16.2%	49.7%	35.5%
			ADN	83.8%	50.3%	64.5%
YRSBAS		Number of years to complete basic nursing	$\bar{x}$ =	2.3	2.9	2.7
			s.d. =	.8	1.2	1.1
V11		% with other postsec. educ. <u>besides</u> basic nursing		58.0%	82.6%	72.2%
V17		% with add'l education <u>after</u> licensure		52.8%	64.9%	60.7%
YRSBTW		Number of years between completion of basic nursing program and entry into Second Step program:	$\bar{x}$ =	2.6	7.7	5.5
			s.d. =	4.4	7.1	6.6
V14		Cumulative GPA at entry into Second Step program:	$\bar{x}$ =	3.0	3.0	3.0
			s.d. =	.4	.5	.5
V18		Pattern of attendance, all postsec. educ.:	Continuous	48.2%	12.1%	29.4%
			Some breaks	39.5%	51.2%	45.6%
			Very broken	12.3%	36.7%	25.1%
V5		% earned ADN in same institution as Second Step program:		53.6%	2.2%	24.0%
V24		Degree other than basic RN:	None	96.5%	94.2%	95.2%
			LVN	2.0%	1.5%	1.7%
			Bachelors	1.5%	4.3%	3.1%
B. Entry Questionnaire + Second Year Questionnaire				(n=494)	(n=682)	(N=1176)
E6 S4	EQ4 SY3	Religious background:	Catholic	58.8%	41.2%	48.6%
			Protestant	36.1%	48.7%	43.4%
			Other/None	5.1%	10.1%	8.0%
E194 S6	EQ46 SY5	Political party:	Republican	29.6%	18.2%	14.4%
			Democrat	36.0%	38.7%	37.6%
			Independent	34.4%	43.0%	39.4%
E8 S2	EQ6 SY2	Children living at home with student:	Yes	19.7%	33.7%	27.8%
		If yes, how many?	1	37.1%	28.7%	31.2%
			2	37.1%	47.4%	44.3%
			3 or more	25.8%	23.9%	24.5%
E21 S5	EQ11 SY4	% attended public high school		66.0%	77.0%	72.4%
E23 S7	EQ13 SY6	Age first interested in nursing:	10 or younger	14.2%	17.6%	16.2%
			11-15	28.2%	20.5%	23.8%
			16-18	47.3%	46.9%	47.0%
			19 or older	10.3%	15.2%	13.1%
E25 S9	EQ14 SY7	% entered basic nursing program:	Directly after h.s.	68.4%	60.9%	64.1%
			1-3 years after	18.5%	21.2%	20.1%
			4+	13.1%	17.8%	15.8%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
Entry Questionnaire + Second Year Questionnaire (Continued)				(n=494)	(n=682)	(N=1176)
E39 S19	EQ15 SY9	Year initially licensed	$\bar{x}$ = s.d. =	1975 4.7	1970 7.0	1972 6.7
E43,E44 S24,S25	EQ21 SY11	Pre-RN medically related experience, months	$\bar{x}$ = s.d. =	18.3 82.6	28.6 120.2	24.2 106.1
		% with previous experience		86.8%	95.9%	92.1%
		Number of months: Total RN work experience	$\bar{x}$ = s.d. =	25.5 42.6	69.0 60.3	50.6 57.7
		Supervisory experience	$\bar{x}$ = s.d. =	3.4 15.0	7.6 20.0	5.8 18.2
		Outpatient experience	$\bar{x}$ = s.d. =	2.7 12.6	12.6 32.8	8.4 26.7
		Inpatient experience	$\bar{x}$ = s.d. =	22.5 38.3	55.0 46.9	41.3 46.4
E135 S57	EQ32 SY14	Decided to get BSN: Before RN At RN After RN		54.3% 10.7% 35.0%	13.3% 9.0% 77.6%	30.8% 9.8% 59.4%
E136-139 S68-72	EQ32-34 SY14,16	Motivations in seeking BSN: Personal "Inner" Winds of Change Educational Career Related		39.8% 27.1% 68.8% 61.4%	37.8% 21.4% 69.2% 71.4%	38.7% 23.9% 69.0% 67.1%
		Motivations in selecting program: Second Step Characteristics Practical Considerations		39.4% 66.4%	47.5% 61.9%	44.0% 63.8%
E86 S60	EQ25 SY15	% full-time students		82.0%	62.2%	70.5%
C. Entry Questionnaire Only				(n=343)	(n=465)	(N=808)
E1	1	Father's Education:	Less than H.S. grad. H.S. graduate Some college College graduate Graduate degree	21.8% 26.2% 23.0% 20.3% 7.3%	25.7% 22.9% 26.3% 13.1% 11.1%	24.0% 24.3% 24.9% 16.2% 9.5%
E2	1	Mother's Education:	Less than H.S. grad. H.S. graduate Some college College graduate Graduate degree	18.8% 46.9% 23.4% 8.8% 2.1%	23.1% 27.9% 35.9% 9.7% 3.4%	21.3% 35.9% 30.6% 9.3% 2.8%
E3	2	Father's Occupation:	Manual Clerical/Sales Prof./Tech./Mgmt.	35.0% 9.7% 55.4%	31.6% 15.2% 53.2%	33.1% 12.8% 54.1%
E4	2	Mother's Occupation:	Homemakers Manual/Clerical Prof./Tech./Mgmt.	52.1% 31.7% 16.3%	52.3% 28.5% 19.1%	52.2% 29.9% 17.9%
E5	3	Parents' Income:	Under $10,000 10,001-20,000 20,001-30,000 Over 30,000	16.5% 30.3% 28.0% 25.2%	24.2% 30.1% 23.6% 22.0%	20.8% 30.2% 25.5% 23.4%
E16	9	Spouse's Occupation:	Homemaker/Student Manual/Clerical Prof/Tech/Mgmt (Non-med) Medical Professional	1.9% 42.8% 52.5% 2.9%	4.5% 19.5% 64.2% 11.7%	3.5% 28.1% 59.9% 8.5%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
Entry Questionnaire (Continued)				(n=343)	(n=465)	(N=808)
E17	9	Spouse's education:	H.S. or less	19.8%	9.5%	13.2%
			Some college	31.8%	29.4%	30.3%
			College graduate	31.7%	36.1%	34.5%
			Graduate degree	16.8%	25.0%	22.0%
E18	9	Spouse's income:	$\bar{x}$ =	$20,676	$21,249	$21,044
			s.d. =	$13,914	$15,440	$14,890
E20	10	Student's income (previous year):	$\bar{x}$ =	$ 8,059	$10,283	$ 9,339
			s.d. =	$ 5,940	$ 5,700	$ 6,026
E22	12	Course of H.S. study:	General	10.2%	21.8%	16.9%
			College prep	86.3%	73.7%	79.0%
			Commercial/Vocational	3.5%	4.5%	4.1%
E87	26	How definite choice of nursing as profession:				
			Somewhat tentative	2.6%	3.2%	3.0%
			Fairly definite	17.0%	25.4%	21.8%
			Very definite	80.4%	71.4%	75.2%
E190	43	Effect of women's movement on career:				
			Unaware of any effect	41.2%	31.5%	35.6%
			Small effect	31.5%	28.9%	30.0%
			No idea	4.4%	3.7%	4.0%
			Some influence	20.3%	25.5%	23.3%
			Definite influence	2.6%	10.4%	7.1%
E69	22	% gaining financial support from:				
			Self (working)	77.6%	81.3%	79.7%
			Savings	47.8%	36.5%	41.3%
			Spouse	22.2%	31.3%	27.4%
			Loan	30.4%	14.9%	21.5%
			Parents	29.4%	5.6%	15.8%
			Scholarship/Grant	22.5%	10.6%	15.7%
			GI Bill	4.7%	8.4%	6.9%
			Employer paid	5.4%	2.7%	3.8%
			Other	7.7%	3.0%	4.9%
E76	22	Major source of financial support:				
			Self	36.1%	58.1%	48.7%
			Spouse	12.4%	18.3%	15.8%
			Savings	11.8%	8.6%	10.0%
			Loan	11.8%	6.1%	8.5%
			Parents	13.3%	1.1%	6.3%
			Scholarship/Grant	10.9%	1.6%	5.6%
			G.I. Bill	.9%	3.2%	2.2%
			Employer paid	1.5%	1.8%	1.7%
			Other	1.2%	1.1%	1.2%
E141	34	Special expectations about program:		66.4%	66.4%	66.4%
E142	35	Reasons for selecting particular college (in order of importance; 1=Not important; 5=Very important):				
			Geographic location $\bar{x}$ =	3.8	4.0	4.0
			Reputation $\bar{x}$ =	4.3	3.7	3.9
			Career reasons $\bar{x}$ =	3.9	3.9	3.9
			Particular program $\bar{x}$ =	3.4	3.6	3.6
			Individualized program $\bar{x}$ =	3.0	3.2	3.1
			Financial reasons $\bar{x}$ =	2.4	3.0	2.8
			Close-knit community $\bar{x}$ =	2.7	2.6	2.7
			Oppor. for pers. freedom $\bar{x}$ =	2.5	2.4	2.4
			Friends attending $\bar{x}$ =	2.0	1.8	1.9
			Parents influenced $\bar{x}$ =	2.2	1.3	1.7
			Experimental program $\bar{x}$ =	1.5	1.8	1.7
			Extra-curricular activ. $\bar{x}$ =	1.7	1.6	1.6
			To live away from home $\bar{x}$ =	1.6	1.2	1.4

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES				2 + 2	Upper 2	Total
Entry Questionnaire (Continued)						(n=343)	(n=465)	(N=808)
E169-176	40	Degree of students' preferences for various educational experiences:						
		Essay	= 1,	Multiple-choice	= 5 $\bar{x}$ =	3.8	3.6	3.7
		Theoretical classes	= 1,	Practical/clinical	= 5 $\bar{x}$ =	3.4	3.3	3.4
		Students' idependence but vague assignments	= 1,	Clear assignments though restrictive independence	= 5 $\bar{x}$ =	3.4	3.3	3.4
		Clear point of view	= 1,	Diverse points of view	= 5 $\bar{x}$ =	3.2	3.4	3.3
		Lecture	= 1,	Discussion	= 5 $\bar{x}$ =	3.1	3.2	3.2
		Attendance required	= 1,	Not required	= 5 $\bar{x}$ =	3.1	3.2	3.1
		Group project	= 1,	Individual project	= 5 $\bar{x}$ =	3.1	3.0	3.0
		Professor not check up on work	= 1,	Do check up on work	= 5 $\bar{x}$ =	2.6	2.4	2.5
D. First Year Survey						(n=261)	(n=328)	(N=589)
FY1	1	How far live from campus:		On campus		17.6%	1.2%	8.5%
				Under 5 miles		24.9%	18.2%	21.2%
				6-15 miles		31.8%	39.6%	36.2%
				16-30 miles		16.9%	17.4%	17.1%
				Over 30 miles		8.8%	23.5%	17.0%
FY2	2	How get to campus:		Own car		71.1%	78.4%	75.2%
				Car pool		7.4%	12.8%	10.4%
				Walk or bike		19.1%	4.0%	10.6%
				Public transportation/other		2.4%	4.9%	3.7%
FY3	3	How long to get to campus:		Under 15 minutes		33.9%	21.6%	27.0%
				15 to 30 minutes		38.1%	45.7%	42.4%
				30 to 60 minutes		19.5%	24.1%	22.1%
				Over 60 minutes		8.6%	8.5%	8.5%
FY4	4	Hours/week of study outside class:						
				10 or fewer		32.0%	24.7%	28.0%
				11 to 15		18.9%	19.1%	19.0%
				16 to 20		22.4%	22.2%	22.3%
				21 to 25		11.2%	11.7%	11.5%
				26 or more		15.4%	22.2%	19.3%
FY6	6	How spend time on campus:		Attend class, then leave		28.7%	32.4%	30.8%
				Definite schedule, but linger now and then		67.8%	66.1%	66.8%
				On campus as much as possible		3.5%	1.5%	2.4%
FY7	7	Professional discussions with students:						
				Practical		34.9%	24.8%	29.3%
				Theoretical		2.7%	10.7%	7.1%
				Equally practical and theoretical		60.9%	59.9%	60.4%
				Neither kind, small talk		1.5%	4.6%	3.2%
FY8	8	Learned from fellow students:		Small amount		12.3%	20.1%	16.6%
				Fair amount		34.9%	36.3%	35.7%
				Quite a bit		31.0%	30.2%	30.6%
				Great deal		21.8%	13.4%	17.1%
FY9	9	How often sought out by other students:						
				Rarely		6.9%	14.0%	10.9%
				Sometimes		64.4%	58.2%	61.0%
				Often		28.7%	27.7%	28.2%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
First Year Survey (Continued)				(n=261)	(n=328)	(N=589)
FY12-17	12	Experiences of students and faculty within Nursing Dept. (1=Not descriptive, 5=Very descriptive):				
		Go my own individual way	$\bar{x}$ =	3.1	3.4	3.3
		Socialize w/other nursing students	$\bar{x}$ =	3.2	3.1	3.1
		Participate in disc. and student groups	$\bar{x}$ =	3.2	3.0	3.1
		Close working relat. w/sev. fac. members	$\bar{x}$ =	3.0	2.2	2.5
		Invited to join fac. in soc. activities	$\bar{x}$ =	1.9	1.7	1.8
		Take part in dept. decision-making	$\bar{x}$ =	1.5	1.4	1.5
FY18-23	14	Relationship of Nursing to campus (1=Strongly disagree, 5=Strongly agree):				
		Should participate more	$\bar{x}$ =	3.7	3.4	3.5
		Too isolated	$\bar{x}$ =	3.2	3.6	3.4
		Other majors do not understand nursing	$\bar{x}$ =	3.3	3.2	3.2
		Nursing students admired	$\bar{x}$ =	3.1	3.1	3.1
		Nursing students looked down on	$\bar{x}$ =	1.9	1.9	1.9
		Needs are specialized; should not need other courses	$\bar{x}$ =	1.6	1.7	1.6
FY24	15	Preparation for academic/clinical work:				
		Poorly prepared		11.2%	5.5%	8.0%
		Somewhat prepared		28.8%	36.2%	32.9%
		Adequately prepared		41.9%	39.6%	40.6%
		Very well prepared		18.1%	18.7%	18.4%
FY25	16	Participation in favorite course: 3 or fewer times		37.8%	44.1%	41.3%
		4-6 times		31.5%	29.5%	30.4%
		7-9 times		9.8%	10.2%	10.0%
		10 or more times		20.9%	16.2%	18.3%
FY29	13	% who mentioned problems with family because of school		37.2%	54.3%	46.7%
FY30	13	% who mentioned logistical problems rel. to school		64.0%	75.0%	70.1%
FY35	17	% w/positive comments on teaching quality		37.2%	39.6%	38.5%
FY36	17	% w/positive comments on course content		32.6%	25.9%	28.9%
FY37	17	% w/positive comments on course structure		21.8%	26.5%	24.4%
FY38	17	% w/negative comments on teaching quality		31.0%	35.4%	33.4%
FY39	17	% w/negative comments on course content		16.1%	22.6%	19.7%
FY40	17	% w/negative comments on course structure		52.5%	58.8%	56.0%
FY26	18	Number of non-nursing courses taken this year	$\bar{x}$ =	4.1	2.0	3.0
FY27	18	Number of non-nursing courses expect to take next year	$\bar{x}$ =	3.8	2.0	2.8
FY41	18	% who made positive comments about non-nursing courses		55.9%	61.3%	58.9%
FY42	18	% who made negative comments about non-nursing courses		31.4%	25.0%	27.8%
FY43	18	Suggestions for changing non-nursing requirements:				
		Recommended changes in specific courses		25.0%	20.6%	22.8%
		More non-nursing courses		8.3%	25.5%	16.8%
		Fewer non-nursing courses		11.1%	11.3%	11.2%
		More options and choices		27.1%	17.7%	22.5%
		Requirements appropriate		28.5%	24.8%	26.7%
FY44	19	% who made comments on most valuable part of year		90.4%	92.7%	91.7%
		Type of positive comments:				
		Academic and intellectual growth		19.1%	20.1%	19.6%
		Professional growth		26.3%	20.7%	23.1%
		Personal growth		8.9%	18.1%	14.1%
		Academic coursework impt. for "applied" reasons		34.3%	20.1%	26.3%
		Other combinations		11.4%	21.0%	16.8%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
First Year Survey (Continued)				(n=261)	(n=328)	(N=589)
FY45	20	% who made comments on least valuable part of year		71.2%	77.7%	74.9%
		Type of negative comments:				
		Academic work redundant or not stimulating		69.9%	67.1%	68.3%
		Work not useful, irrelevant professionally		7.0%	7.5%	7.3%
		Experienced personal problems, e.g., stress, anxiety, family		3.2%	5.1%	4.3%
		Other general negative comments		19.9%	20.4%	20.2%
E. Nursing School Environment Inventory				(n=254)	(n=315)	(N=569)
		General Esteem	$\bar{x}$ =	69.4	70.3	69.9
			s.d. =	6.6	7.4	7.1
		Academic Interest and Enthusiasm	$\bar{x}$ =	30.9	31.5	31.3
			s.d. =	3.8	4.1	3.9
		Extrinsic Motivation	$\bar{x}$ =	27.5	27.1	27.2
			s.d. =	2.7	3.0	2.9
		Breadth of Interest	$\bar{x}$ =	21.8	21.5	21.7
			s.d. =	3.6	3.9	3.8
		Intrinsic Motivation	$\bar{x}$ =	26.6	27.4	27.0
			s.d. =	2.4	2.4	2.5
		Encapsulated Learning	$\bar{x}$ =	19.9	20.1	20.0
			s.d. =	3.6	3.1	3.4
F. Cattell Culture Fair Intelligence Test				(n=289)	(n=351)	(N=640)
		(Age corrected)	$\bar{x}$ =	27.0	26.0	26.4*
			s.d. =	4.5	4.4	4.5
		*Cattell scores 26-27 ≈ classical IQ scores 113-116.				
G. Graduation Survey				(n=226)	(n=306)	(N=532)
G21	15	Proportion of nursing faculty really interested in students:				
		Very few		17.9%	23.0%	20.8%
		Less than half		15.6%	17.7%	16.8%
		About half		24.6%	18.7%	21.2%
		Over half		18.8%	22.6%	21.0%
		Almost all		23.2%	18.0%	20.2%
G39	18	Should CE be mandatory for relicensure?				
		No/Undecided		12.0%	9.5%	10.5%
		Probably yes		39.4%	19.9%	28.2%
		Definitely yes		48.7%	70.6%	61.3%
G180-187	37	Degree of change during BSN program (1=Decreased much; 3=Little or no change; 5=Increased much) in:				
		Concern w/professional standards	$\bar{x}$ =	4.5	4.4	4.4
		Intellectual interests in field	$\bar{x}$ =	4.4	4.3	4.3
		Intellectual interests in general	$\bar{x}$ =	4.2	4.2	4.2
		Firmness your sense of identity	$\bar{x}$ =	4.2	4.1	4.1
		Concern w/social issues	$\bar{x}$ =	4.0	4.0	4.0
		Political concerns/interests	$\bar{x}$ =	3.5	3.8	3.7
		Esthetic interests	$\bar{x}$ =	3.7	3.6	3.6
		Religious concerns/beliefs	$\bar{x}$ =	3.2	3.1	3.1

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES	2 + 2	Upper 2	Total
Graduation Survey (Continued)			(n=226)	(n=306)	(N=532)
G210	14	Students plans six months post graduation:			
		Plans definite	63.6%	48.9%	55.1%
		Considering several possibilities	25.3%	32.1%	29.2%
		Nothing concrete/indefinite	11.1%	19.0%	15.7%
G223	41	Types of significant influences reported by students during program:			
		Not related to nursing program	23.4%	10.9%	16.3%
		Mixed	22.4%	17.0%	19.3%
		Related to nursing program	54.1%	72.1%	64.4%
G225	41	Of those influences related to program, % mentioning:			
		People	38.7%	35.6%	36.9%
		Subjects	11.2%	14.0%	12.9%
		Curriculum	9.4%	6.8%	7.8%
		Combinations	40.5%	43.7%	42.3%
		Cumulative GPA during BSN program $\bar{x}$ =	3.22	3.46	3.35
H. Post-Graduation Survey			(n=277)	(n=396)	(N=673)
PG1	1	Graduate considers self to be:			
		In nursing	97.1%	90.9%	93.5%
		Not in nursing, but in health	1.1%	4.0%	2.8%
		Expect to return to nursing or health	1.8%	4.3%	3.3%
		Don't expect to return	0%	.8%	.4%
PG2-7	2	Current nursing activities include:			
		Direct patient care	83.1%	74.9%	78.3%
		Supervision of patient care	52.6%	40.9%	45.8%
		Teaching, broadly defined	41.9%	41.2%	41.5%
		Administration, planning, mgmt.	26.1%	27.0%	26.6%
		Research (includes graduate study)	8.8%	12.8%	11.1%
		Broader professional role	4.8%	12.6%	9.3%
PG8	2	Number of current nursing activities reported: $\bar{x}$ =	2.2	2.1	2.1
PG9	2a	Major current nursing activity:			
		Direct patient care	57.6%	51.1%	53.9%
		Supervision of patient care	14.9%	9.2%	11.6%
		Administration, planning, mgmt.	11.1%	12.0%	11.6%
		Teaching, broadly defined	9.2%	10.3%	9.8%
		Research	4.6%	8.4%	6.8%
		Broader professional role/other	2.7%	9.0%	6.3%
PG10-15	3	Expect future nursing activities to include:			
		Direct patient care	61.6%	58.4%	59.7%
		Teaching	63.4%	55.3%	58.7%
		Administration, planning, mgmt.	50.4%	47.5%	48.7%
		Supervision of patient care	59.4%	40.8%	48.6%
		Research	20.3%	17.1%	18.4%
		Broader professional role	8.0%	17.6%	13.6%
PG16	3	Number of future activities expected: $\bar{x}$ =	2.6	2.4	2.5
PG17	3a	Expect major future nursing activity to be:			
		Teaching	30.4%	24.6%	27.0%
		Direct patient care	21.8%	26.8%	24.7%
		Administration, planning, mgmt.	24.8%	24.3%	24.5%
		Supervision of patient care	17.0%	9.3%	12.6%
		Broader professional role/other	2.2%	13.4%	8.6%
		Research	3.7	1.6	2.5

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	UPPER 2	TOTAL
Post-Graduation Survey (Continued)				(n=277)	(n=396)	(N=673)
PG38	6	Current employment situation:				
		Regularly employed, full time		80.5%	56.9%	66.6%
		Regularly employed, part-time		10.8%	21.8%	17.3%
		Wage earner, irregularly employed		1.8%	5.3%	3.9%
		Self-employed		0%	2.5%	1.5%
		Funded graduate student		4.7%	9.9%	7.7%
		Not employed		2.2%	3.6%	3.0%
PG47	7	If employed, number of employees supervised:	$\bar{x}$ =	4.4	6.0	5.3
			s.d. =	11.6	16.7	14.8
PG48	7	Expected duration of current employment:	Permanent	25.8%	28.7%	27.4%
			Uncertain	53.1%	46.4%	49.3%
			Temporary	21.1%	24.9%	23.3%
PG56-65	10	Comparison of present position with last one held prior to BSN enrollment (1=Much more in previous job; 3=about same; 5= Much more in present job):				
		Amount of personal satisfaction	$\bar{x}$ =	4.1	4.0	4.0
		Degree of autonomy	$\bar{x}$ =	4.1	4.0	4.0
		Potential for professional advancement	$\bar{x}$ =	4.1	4.0	4.0
		"Status" connected w/position	$\bar{x}$ =	3.9	3.8	3.9
		Educational qualifications required	$\bar{x}$ =	3.8	3.8	3.8
		Knowledge and skills required	$\bar{x}$ =	3.9	3.7	3.8
		Potential for increased earnings	$\bar{x}$ =	3.9	3.7	3.8
		Amount of supervision you provide	$\bar{x}$ =	3.8	3.4	3.6
		Amount of supervision you receive	$\bar{x}$ =	3.5	3.5	3.5
		Job security	$\bar{x}$ =	3.5	3.3	3.4
GRADSCH	6a	Enrolled in school of degree credit:				
		No		86.2%	78.5%	81.7%
		For second BS or certificate		1.2%	2.8%	2.1%
		For Graduate degree		12.6%	18.7%	16.2%
PG40	6a	If enrolled, major:				
		Nursing		67.6%	75.9%	73.3%
		Other health related		13.5%	10.1%	11.2%
		Other		18.9%	13.9%	15.5%
PG41	6a	Of those receiving stipend:	$\bar{x}$ =	$3310	$2845	$2961
PG31-35	5	Value of various aspects of BSN program in terms of professional growth (1=Little or no value, 5=Very valuable):				
		Course work	$\bar{x}$ =	4.0	4.0	4.0
		Interaction with other nursing students	$\bar{x}$ =	4.0	4.0	4.0
		Clinical experience	$\bar{x}$ =	3.9	4.0	3.9
		Other "field work"	$\bar{x}$ =	3.7	3.9	3.8
		Association with specific faculty members	$\bar{x}$ =	3.8	3.6	3.7
PG37	5a	Most valuable aspect of BSN program:				
		Clinical experience		27.7%	24.6%	25.9%
		Course work		26.1%	25.4%	25.7%
		Other "field work"		14.8%	18.7%	17.0%
		Interaction with other nursing students		14.8%	17.9%	16.6%
		Association with specific faculty members		14.8%	11.7%	13.0%
		Other		1.9%	1.7%	1.8%
PG76	14	Would you enroll in your BSN program if you had it to do over?				
		Definitely yes		59.1%	65.5%	62.9%
		Probably yes		28.1%	24.6%	26.0%
		Don't know		5.5%	3.3%	4.2%
		Probably no		6.9%	4.3%	5.4%
		Definitely no		.4%	2.3%	1.5%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES	2 + 2	UPPER 2	TOTAL
Post-Graduation Survey (Continued)			(n=277)	(n=396)	(N=673)
PG77	15	Would you advise your friends to enroll:			
		Recommend without reservations	61.1%	63.9%	62.8%
		Rec. if friend "fit in"	34.2%	33.5%	33.8%
		Would not recommend	4.7%	2.6%	3.5%
PG78	15	What characteristics would be necessary to "fit in":			
		Willingness to put up with misc. shortcomings of program or make personal sacrifices	58.2%	47.6%	52.1%
		Must be goal motivated	18.7%	28.2%	24.2%
		Must be flexible, creative, self-directed	23.1	24.2	23.7%
PG79	16	Free comments:			
		Negative feedback	14.4%	12.2%	13.1%
		Some positive, some negative	11.9%	5.6%	8.0%
		Constructive suggestions	12.7%	8.7%	10.2%
		Personal or neutral	42.4%	38.3%	39.8%
		Positive feedback	18.6%	35.2%	29.0%
I. Supervisor Rating Scale			(n=200)	(n=253)	(N=453)
SR2-14	2	Supervisor's rating of employee on following characteristics (1=Very low; 5=Very high):			
		Responsibility	$\bar{x}$ = 4.2	4.2	4.2
		Motivation, initiative	$\bar{x}$ = 4.2	4.2	4.2
		Commitment to nursing	$\bar{x}$ = 4.2	4.1	4.2
		Sensitivity, concern for others	$\bar{x}$ = 4.2	4.1	4.1
		General intelligence	$\bar{x}$ = 4.2	4.1	4.1
		Ability to perform assigned tasks	$\bar{x}$ = 4.1	4.1	4.1
		Potential for advancement	$\bar{x}$ = 4.1	4.1	4.1
		Sound judgment	$\bar{x}$ = 4.0	4.0	4.0
		Self-esteem, self-confidence	$\bar{x}$ = 3.9	3.9	3.9
		Problem-solving ability	$\bar{x}$ = 3.8	3.9	3.8
		Makes suggestions for change	$\bar{x}$ = 3.8	3.8	3.8
		Communication skills	$\bar{x}$ = 3.8	3.8	3.8
		Leadership skills	$\bar{x}$ = 3.7	3.7	3.7
SR15	3	Supervisor's overall rating of graduate (1=Very low, 8=Very high):	$\bar{x}$= 6.5	6.5	6.5
SR16	4	Would supervisor like nurse to care for own family:			
		No	3.5%	2.0%	2.7%
		Don't know	4.0%	6.3%	5.3%
		Yes	92.4%	91.7%	92.0%

II. Simple variables collected at more than one point in time.

A. Entry Questionnaire (n=808) and Graduation Survey (n=532)

VARIABLE AND CODING CATEGORIES		2 + 2	Upper 2	Total
	EQ:	(n=300)	(n=393)	(N=693)
	GS:	(n=220)	(n=297)	(N=517)
	Longitudinal:	(n= 86)	(n=124)	(N=210)
Nursing Orientations. Global coding of qualitative data* with respect to five specific orientations listed below. Those who provided relevant data were coded as to the degree of interest expressed in certain kinds of nursing roles, from 1=none expressed to 3=clearly expressed. Maximum change possible, entry to graduation: -2 to +2.				
In-Patient (traditional) roles: % coded 3=clear	At Entry	45.0%	22.6%	32.3%
	At Graduation	58.2%	27.4%	40.5%
	(diff)	(+13.2)	(+4.8)	(+8.2)
Individual change, EQ (TR1) to GS(GTR1):	% No change	60.5%	66.9%	64.3%
	Mean change	+.32	+.35	+.33
Vertical Mobility (authority) roles: % coded 3=clear	At Entry	15.1%	9.4%	11.8%
	At Graduation	11.4%	6.7%	8.7%
	(diff)	(-3.7)	(-2.7)	(-3.1)
Individual change, EQ (E296) to GS (G233):	% No change	57.0%	63.7%	61.0%
	Mean change	-.19	+.02	-.06
Academic (educational/research) roles: % coded 3=clear	At Entry	14.3%	17.0%	15.9%
	At Graduation	15.9%	14.2%	14.9%
	(diff)	(+1.6)	(-2.8)	(-1.0)
Individual change, EQ (E295) to GS (G232):	% No change	48.8%	51.6%	50.5%
	Mean change	+.08	+.11	+.10
Community Health roles: % coded 3=clear	At Entry	18.3%	30.8%	25.4%
	At Graduation	17.3%	33.1%	26.4%
	(diff)	(-1.0)	(+2.3)	(+1.0)
Individual change, EQ (TR2) to GS (GTR2):	% No change	66.3%	66.1%	66.2%
	Mean change	+.16	-.01	+.06
Frontiering (non-traditional) roles: % coded 3=clear	At Entry	11.7%	27.0%	20.4%
	At Graduation	9.5%	19.2%	15.1%
	(diff)	(-2.2)	(-7.8)	(-5.3)
Individual change, EQ (E297) to GS (G234):	% No change	66.3%	51.6%	57.6%
	Mean change	-.09	-.19	-.15
Traditionalism of Dominant Orientation:	At Entry	(n=243)	(n=317)	(N=560)
(E298) 5=High In-Patient		25.5%	11.0%	17.3%
4 Vertical Mobility		22.6%	15.1%	18.4%
3 Academic		10.3%	13.6%	12.1%
2 Community		16.9%	19.9%	18.6%
1=Low Frontiering		24.7%	40.4%	33.6%
	At Graduation	(n=192)	(n=241)	(N=433)
(G235) 5=High In-Patient		28.1%	14.1%	20.3%
4 Vertical Mobility		24.0%	13.6%	18.2%
3 Academic		14.6%	14.9%	14.8%
2 Community		14.1%	25.7%	20.5%
1=Low Frontiering		19.3%	31.5%	26.1%
Mean traditionalism expressed (from 1=low to 5=high)	At Entry	3.07	2.37	2.67
	At Graduation	3.28	2.53	2.86
	(diff)	(+.21)	(+.16)	(+.19)
Individual change, EQ to GS, where maximum change possible = -4 to +4. (Ns = 62, 82 and 144)	% No change	38.7%	45.1%	42.4%
	Mean change	-.08	-.09	-.08

*Data reviewed for these classifications included a variety of open-ended items on both instruments, but with particular attention to EQ questions #32, 33, 34, 60 and 61 and GS questions #43, 45 and 46.

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
E37	EQ18	Aspirations (Graduate Degree) at Entry		67.0%	71.4%	69.8%
G9	GS8	at Graduation		80.5%	80.8%	80.6%
			Difference	(+12.9)	(+9.4)	(+10.8)
		ICS*--Aspirations:	Decline	10.0%	9.9%	10.0%
		(Individual Change Score)	Remain same	67.8%	70.2%	69.3%
			Increase	22.2%	19.9%	20.8%
E7	EQ5	Single at Entry		64.1%	40.0%	50.2%
G1	GS1	at Graduation		63.3%	39.5%	49.6%
			Difference	(-.8%)	(-.5%)	(-.6%)
		ICS--No change in marital status		95.6%	93.8%	94.5%
E15	EQ8	Plans marriage within three years of Entry		35.5%	44.0%	40.1%
G3	GS3	Plans marriage within one year of Graduation		20.1%	16.2%	18.3%
			Difference	(-15.4%)	(-27.8%)	(-21.8%)
		ICS -- Marriage plans	Earlier	8.8%	13.3%	11.3%
			Remains same	45.6%	41.0%	43.0%
			Later	45.6%	45.8%	45.7%
E19	EQ9c	Spouse definitely supportive at Entry		68.6%	71.4%	70.4%
G2	GS2	Spouse definitely supportive at Graduation		77.3%	77.5%	77.4%
			Difference	(+8.7%)	(+6.1%)	(+7.0%)
		ICS--Spouse supportive	Less	21.1%	17.6%	18.6%
			Remains same	57.9%	74.5%	70.0%
			More	21.1%	7.8%	11.4%
E191	EQ44	Marriage/Career Conflict at Entry		23.0%	26.0%	24.7%
G4	GS4	Marriage/Career Conflict at Graduation		29.6%	29.5%	29.5%
			Difference	(+6.6%)	(+3.5%)	(+4.8%)
		ICS--Marriage/Career Conflict	Less	14.4%	17.1%	16.1%
			Remains same	68.9%	67.1%	67.8%
			Greater	16.7%	15.7%	16.1%
E189	EQ42	Sex Roles: Sees need for major change at Entry		16.4%	30.7%	24.7%
G6	GS6	Sees need for major change at Graduation		28.0%	40.7%	35.3%
			Difference	(+11.6%)	(+10.0%)	(+10.6%)
		ICS--Sex Roles, need for change	Less	27.3%	15.3%	19.8%
			Remains same	42.0%	47.2%	45.3%
			More	30.7%	37.5%	34.9%
E195	EQ47	Political views: Conservative at Entry		23.7%	13.2%	17.7%
G5	GS5	Conservative at Graduation		21.2%	14.1%	17.1%
			Difference	(-2.5%)	(+ .9%)	(- .6%)
		Moderate at Entry		55.8%	50.5%	52.8%
		Moderate at Graduation		57.1%	47.4%	51.5%
			Difference	(+1.3%)	(-3.1%)	(-1.3%)
		Liberal at Entry		20.5%	36.2%	29.5%
		Liberal at Graduation		21.7%	38.6%	31.4%
			Difference	(+1.2%)	(+2.4%)	(+1.8%)
		ICS--	Become more Conservative	22.0%	17.5%	19.2%
			Remain same	57.1%	62.9%	60.7%
			Become more Liberal	20.9%	19.6%	20.1%

*Represents longitudinal data (2 + 2 n=91), (Upper 2 n=144), (Total n=235).

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Rating of health care delivery system (HCDS) in U.S.:				
E218	EQ55	Severely limited, needs major revisions at Entry		28.2%	37.6%	33.6%
G119	GS30	Severely limited, needs major revisions at Graduation		32.4%	54.5%	45.1%
			Difference	(+4.2%)	(+16.9%)	(+11.5%)
		ICS--Rates HCDS	Higher	19.1%	16.0%	17.2%
			Remains same	46.1%	50.0%	48.5%
			Lower	34.8%	34.0%	34.3%
E217	EQ54	Personal efficacy in nursing--sig. effect at Entry		23.2%	15.4%	18.7%
G102	GS27	Personal efficacy in nursing--sig. effect at Graduation		23.8%	26.3%	25.2%
			Difference	(+ .6%)	(+10.9%)	(+6.5%)
		ICS--Personal efficacy	Less	23.6%	25.5%	24.8%
			Remains same	37.1%	30.3%	32.9%
			More	39.3%	44.1%	42.3%
E192	EQ45	Encourage son to enter nursing, definitely at Entry		39.0%	25.6%	31.3%
G7	GS7	Encourage son to enter nursing, definitely at Graduation		22.8%	21.9%	22.3%
			Difference	(-16.2%)	(-3.7%)	(-9.0%)
		ICS--Encourages son	More	10.0%	22.7%	17.7%
			Remains same	57.8%	43.3%	48.9%
			Less	32.2%	34.0%	33.3%
E193	EQ45	Encourage daughter to enter nursing, definitely at Entry		53.3%	31.4%	40.7%
G8	GS8	Encourage daughter to enter nursing, definitely at Graduation		33.3%	26.5%	29.4%
			Difference	(-20.0%)	(-4.9%)	(-11.3%)
		ICS--Encourages daughter	More	7.8%	18.3%	14.2%
			Remains same	62.2%	46.5%	52.6%
			Less	30.0%	35.2%	33.2%
		Importance of reasons for entering nursing (1=little; 5=very):				
E88-101	EQ27	Deals w/people not things at Entry		$\bar{x}$ = 4.6	4.4	4.5
G25-38	GS17	Deals w/people not things at Graduation		$\bar{x}$ = 4.6	4.3	4.4
			Difference	(0)	(-.1)	(-.1)
		ICS--	Less	14.3%	26.2%	21.6%
			Remains same	63.7%	61.4%	62.3%
			More	22.0%	12.4%	16.1%
		Chance to help others at Entry		$\bar{x}$ = 4.6	4.3	4.4
		Chance to help others at Graduation		$\bar{x}$ = 4.5	4.1	4.2
			Difference	(-.1)	(-.2)	(-.2)
		ICS--	Less	21.1%	32.2%	27.9%
			Remains same	63.3%	51.0%	55.8%
			More	15.6%	16.8%	16.3%
		Fits my interests at Entry		$\bar{x}$ = 4.5	4.2	4.3
		Fits my interests at Graduation		$\bar{x}$ = 4.3	3.9	4.1
			Difference	(-.2)	(-.3)	(-.2)
		ICS--	Less	24.2%	38.9%	33.2%
			Remains same	63.7%	43.1%	51.1%
			More	12.1%	18.1%	15.7%
		Secure future at Entry		$\bar{x}$ = 4.2	3.8	4.0
		Secure future at Graduation		$\bar{x}$ = 3.9	3.7	3.8
			Difference	(-.3)	(-.1)	(-.2)
		ICS--	Less	27.5%	36.1%	32.8%
			Remains same	53.8%	38.2%	44.3%
			More	18.7%	25.7%	23.0%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Importance of reasons for entering nursing (Continued) (1=little; 5=very):				
		Leadership and responsibility at Entry	$\bar{x}$ =	4.1	3.8	3.9
		Leadership and responsibility at Graduation	$\bar{x}$ =	3.9	3.4	3.6
			Difference	(-.2)	(-.4)	(-.3)
		ICS--	Less	29.7%	45.5%	39.4%
			Remains same	39.6%	31.7%	34.7%
			More	30.8%	22.8%	25.8%
		Fits my abilities at Entry	$\bar{x}$ =	3.9	3.8	3.8
		Fits my abilities at Graduation	$\bar{x}$ =	3.8	3.4	3.6
			Difference	(-.1)	(-.4)	(-.2)
		ICS--	Less	33.0%	44.1%	39.8%
			Remains same	31.9%	38.6%	36.7%
			More	35.2%	17.2%	24.2%
		Provides opportunity for advancement at Entry	$\bar{x}$ =	3.8	3.2	3.4
		Provides opportunity for advancement at Graduation	$\bar{x}$ =	3.3	2.7	3.0
			Difference	(-.5)	(-.5)	(-.4)
		ICS--	Less	39.6%	40.6%	40.2%
			Remains same	40.7%	37.8%	38.9%
			More	19.8%	21.7%	20.9%
		Creative and original at Entry	$\bar{x}$ =	3.5	3.1	3.3
		Creative and original at Graduation	$\bar{x}$ =	3.4	2.8	3.0
			Difference	(-.1)	(-.3)	(-.3)
			Less	30.0%	42.3%	37.5%
			Remains same	38.9%	33.1%	35.3%
			More	31.1%	24.6%	27.2%
		Bring change to HCDS at Entry	$\bar{x}$ =	3.4	3.2	3.3
		Bring change to HCDS at Graduation	$\bar{x}$ =	3.4	2.8	3.1
			Difference	(0)	(-.4)	(-.2)
		ICS--	Less	37.4%	41.0%	39.3%
			Remains same	35.2%	36.1%	35.7%
			More	27.5%	22.9%	24.7%
		Respected occupation at Entry	$\bar{x}$ =	3.3	3.0	3.1
		Respected occupation at Graduation	$\bar{x}$ =	3.0	3.1	3.1
			Difference	(-.3)	(+.1)	(0)
		ICS--	Less	27.5%	30.6%	29.4%
			Remains same	39.6%	38.9%	39.1%
			More	33.0%	30.6%	31.5%
		Allows time for other interests at Entry	$\bar{x}$ =	2.8	2.9	2.9
		Allows time for other interests at Graduation	$\bar{x}$ =	2.9	2.8	2.8
			Difference	(+.1)	(-.1)	(-.1)
		ICS--	Less	28.9%	29.2%	29.1%
			Remains same	32.2%	37.5%	35.5%
			More	38.9%	33.3%	35.5%
		High income at Entry	$\bar{x}$ =	2.7	2.4	2.5
		High income at Graduation	$\bar{x}$ =	2.2	2.1	2.2
			Difference	(-.5)	(-.3)	(-.3)
		ICS--	Less	44.0%	42.7%	43.2%
			Remains same	42.9%	37.8%	39.7%
			More	13.2%	19.6%	17.1%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Importance of reasons for entering nursing (Continued) (1=little; 5=very):				
		Little supervision by others at Entry	$\bar{x}$ =	2.4	2.5	2.5
		Little supervision by others at Graduation	$\bar{x}$ =	2.3	2.4	2.4
			Difference	(-.1)	(-.1)	(-.1)
		ICS--	Less	35.2%	33.1%	33.9%
			Remains same	31.9%	31.7%	31.8%
			More	33.0%	35.2%	34.3%
		Avoid high pressure at Entry	$\bar{x}$ =	1.4	1.5	1.5
		Avoid high pressure at Graduation	$\bar{x}$ =	1.5	1.5	1.5
			Difference	(+.1)	(0)	(0)
		ICS--	Less	18.9%	18.2%	18.5%
			Remains same	55.6%	56.6%	56.2%
			More	25.6%	25.2%	25.3%
E219	EQ56	Personal stake in nursing identity very great at Entry		64.0%	40.1%	50.2%
G130	GS34	Personal stake in nursing identity very great at Graduation		61.7%	40.5%	49.4%
			Difference	(-2.3%)	(+ .4%)	(- .8%)
		ICS--	Less	28.4%	24.3%	25.9%
			Remains same	61.4%	43.1%	50.0%
			More	10.2%	32.6%	24.1%
		Feelings toward adversities in Com.Hlth.work:				
E199	EQ49	Didn't particularly like at Entry		36.0%	38.7%	37.5%
G66	GS22	Didn't particularly like at Graduation		34.1%	44.6%	40.1%
			Difference	(-1.9%)	(+5.9%)	(+2.6%)
		ICS--	Less	27.8%	33.6%	31.3%
			Remains same	43.3%	42.0%	42.5%
			More	28.9%	24.5%	26.2%
E110	EQ29	Has chosen specialization within nsg. at Entry		55.7%	68.4%	63.0%
G99	GS26	Has chosen specialization within nsg. at Graduation		65.8%	71.9%	69.3%
			Difference	(+10.1%)	(+3.5%)	(+6.3%)
		ICS--	Less	14.4%	13.8%	14.0%
			Remains same	61.1%	69.0%	66.0%
			More	24.4%	17.2%	20.0%
		Type of specialization chosen:				
E111	EQ29	Med-Surg at Entry		34.4%	24.5%	28.2%
G100	GS26	Med-Surg at Graduation		41.9%	17.3%	27.2%
			Difference	(+7.5%)	(-7.2%)	(-1.0%)
		Family Nurse Practitioner at Entry		4.2%	25.5%	17.5%
		Family Nurse Practitioner at Graduation		8.1%	23.2%	17.4%
			Difference	(+3.9%)	(-2.3%)	(-.1%)
		Community Health at Entry		4.7%	17.9%	12.9%
		Community Health at Graduation		10.1%	17.7%	14.7%
			Difference	(+5.4%)	(-.2%)	(+1.8%)
		OB-GYN, Maternal-Child at Entry		15.6%	9.4%	11.8%
		OB-GYN, Maternal-Child at Graduation		11.5%	8.6%	9.8%
			Difference	(-4.1%)	(-.8%)	(-2.0%)
		Pediatrics at Entry		16.7%	6.6%	10.4%
		Pediatrics at Graduation		10.8%	7.3%	8.7%
			Difference	(-5.9%)	(+.7%)	(-1.7%)
		Teaching/Research/Administration at Entry		10.4%	6.9%	8.2%
		Teaching/Research/Administration at Graduation		6.1%	11.8%	9.5%
			Difference	(-4.3%)	(+4.9%)	(+1.3%)

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Type of specialization chosen (Continued):				
		Geriatrics at Entry		6.3%	5.0%	5.5%
		Geriatrics at Graduation		2.0%	4.5%	3.5%
			Difference	(-4.3%)	(-.5%)	(-2.0%)
		Psychiatric at Entry		7.3%	3.8%	5.1%
		Psychiatric at Graduation		8.8%	7.7%	8.2%
			Difference	(+1.5%)	(+3.9%)	(+3.1%)
		ICS--Chosen specialty remains same:		62.1%	62.4%	62.3%
E112	EQ29a	Chosen specialization very definite at Entry		14.1%	25.6%	20.7%
G101	GS26a	Chosen specialization very definite at Graduation		27.2%	39.7%	34.4%
			Difference	(+13.1%)	(+14.1%)	(+13.7%)
		ICS--	Less	18.0%	22.9%	21.0%
			Remains same	47.2%	41.0%	43.3%
			More	34.8%	36.1%	35.6%
		Interest in clinical areas (1=little or none; 5=very much):				
E102-109	EQ28	Family Nurse Practitioner at Entry		$\bar{x}$ = 3.9	4.0	3.9
G91-98	GS25	Family Nurse Practitioner at Graduation		$\bar{x}$ = 3.7	3.6	3.7
			Difference	(-.2)	(-.4)	(-.2)
		ICS--	Less	43.3%	36.8%	39.3%
			Remains same	36.7%	47.2%	43.2%
			More	20.0%	16.0%	17.5%
		Community Health at Entry		$\bar{x}$ = 3.3	3.7	3.6
		Community Health at Graduation		$\bar{x}$ = 3.3	3.6	3.4
			Difference	(0)	(-.1)	(-.2)
		ICS--	Less	32.6%	34.5%	33.8%
			Remains same	44.9%	38.7%	41.1%
			More	22.5%	26.8%	25.1%
		Surgical at Entry		$\bar{x}$ = 3.7	3.4	3.5
		Surgical at Graduation		$\bar{x}$ = 3.8	3.2	3.5
			Difference	(+.1)	(-.2)	(0)
		ICS--	Less	23.3%	43.8%	35.9%
			Remains same	40.0%	34.7%	36.8%
			More	36.7%	21.5%	27.4%
		Medical at Entry		$\bar{x}$ = 3.4	3.2	3.3
		Medical at Graduation		$\bar{x}$ = 3.6	3.2	3.4
			Difference	(+.2)	(0)	(+.1)
		ICS--	Less	13.3%	36.1%	27.4%
			Remains same	47.8%	35.4%	40.2%
			More	38.9%	28.5%	32.5%
		Pediatrics at Entry		$\bar{x}$ = 3.1	2.8	2.9
		Pediatrics at Graduation		$\bar{x}$ = 3.0	2.8	2.9
			Difference	(-.1)	(0)	(0)
		ICS--	Less	27.8%	31.0%	29.7%
			Remains same	45.6%	40.1%	42.2%
			More	26.7%	28.9%	28.0%
		Obstetrics at Entry		$\bar{x}$ = 3.0	2.7	2.8
		Obstetrics at Graduation		$\bar{x}$ = 3.0	2.6	2.8
			Difference	(0)	(-.1)	(0)
		ICS--	Less	24.4%	28.4%	26.8%
			Remains same	51.1%	50.4%	50.6%
			More	24.4%	21.3%	22.5%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Interest in clinical areas (Continued):				
		Community Mental Health at Entry		$\bar{x}$ = 2.8	2.8	2.8
		Community Mental Health at Graduation		$\bar{x}$ = 2.8	2.8	2.8
			Difference	(0)	(0)	(0)
		ICS--	Less	28.9%	28.9%	28.9%
			Remains same	32.2%	41.5%	37.9%
			More	38.9%	29.6%	33.2%
		Psychiatric at Entry		$\bar{x}$ = 2.8	2.6	2.7
		Psychiatric at Graduation		$\bar{x}$ = 2.8	2.6	2.7
			Difference	(0)	(0)	(0)
		ICS--	Less	28.9%	34.0%	32.0%
			Remains same	40.0%	41.1%	40.7%
			More	31.1%	24.8%	27.3%
E113-129 G74-90	EQ30 GS24	Future employment preferences (1=Would not like; 5=Very much):				
		Activity: Direct Patient Care at Entry		$\bar{x}$ = 4.1	4.0	4.0
		Direct Patient Care at Graduation		$\bar{x}$ = 4.2	3.7	3.9
			Difference	(+.1)	(-.3)	(-.1)
		ICS--	Less	21.1%	35.4%	29.9%
			Remains same	57.8%	43.1%	48.7%
			More	21.1%	21.5%	21.4%
		Teaching at Entry		$\bar{x}$ = 3.9	4.1	4.0
		Teaching at Graduation		$\bar{x}$ = 4.0	4.0	4.0
			Difference	(+.1)	(-.1)	(0)
		ICS--	Less	22.5%	33.8%	29.5%
			Remains same	49.4%	41.4%	44.4%
			More	28.1%	24.8%	26.1%
		Supervising Patient Care at Entry		$\bar{x}$ = 3.8	3.6	3.7
		Supervising Patient Care at Graduation		$\bar{x}$ = 4.0	3.6	3.8
			Difference	(+.2)	(0)	(+.1)
		ICS--	Less	17.8%	29.0%	24.7%
			Remains same	41.1%	36.6%	38.3%
			More	41.1%	34.5%	37.0%
		Research at Entry		$\bar{x}$ = 2.9	2.9	2.9
		Research at Graduation		$\bar{x}$ = 2.9	2.9	2.9
			Difference	(0)	(0)	(0)
		ICS--	Less	28.9%	41.0%	36.3%
			Remains same	38.9%	27.8%	32.1%
			More	32.2%	31.3%	31.6%
		Administration/Planning at Entry		$\bar{x}$ = 2.9	2.6	2.7
		Administration/Planning at Graduation		$\bar{x}$ = 3.2	3.3	3.2
			Difference	(+.3)	(+.7)	(+.5)
		ICS--	Less	17.2%	20.8%	19.5%
			Remains Same	35.6%	23.6%	28.1%
			More	47.1%	55.6%	52.4%
		Setting: Outpatient At Entry		$\bar{x}$ = 3.7	3.9	3.8
		Outpatient at Graduation		$\bar{x}$ = 4.1	4.1	4.1
			Difference	(+.4)	(+.2)	(+.3)
		ICS--	Less	29.2%	21.7%	24.6%
			Remains Same	33.7	49.0%	43.1%
			More	37.1%	29.4%	32.3%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Future employment preferences (Cont.):				
		Setting (Cont.):				
		Community agency at Entry		$\bar{x}$ = 3.5	4.0	3.8
		Community agency at Graduation		$\bar{x}$ = 3.6	3.9	3.7
			Difference	(+.1)	(-.1)	(-.1)
		ICS--	Less	33.3%	34.3%	33.9%
			Remains same	38.9%	39.9%	39.5%
			More	27.8%	25.9%	26.6%
		Inpatient at Entry		$\bar{x}$ = 4.1	3.1	3.5
		Inpatient at Graduation		$\bar{x}$ = 4.0	2.9	3.4
			Difference	(-.1)	(-.2)	(-.1)
		ICS--	Less	26.7%	35.2%	31.9%
			Remains same	44.4%	35.2%	38.8%
			More	28.9%	29.6%	29.3%
		Agency: Community clinic at Entry		$\bar{x}$ = 3.6	4.0	3.8
		Community clinic at Graduation		$\bar{x}$ = 3.9	3.8	3.8
			Difference	(+.3)	(-.2)	(0)
		ICS--	Less	28.4%	31.7%	30.5%
			Remains same	40.9%	46.9%	44.6%
			More	30.7%	21.4%	24.9%
		Hospital at Entry		$\bar{x}$ = 4.0	3.1	3.5
		Hospital at Graduation		$\bar{x}$ = 3.9	2.7	3.2
			Difference	(-.1)	(-.4)	(-.3)
		ICS--	Less	25.0%	34.7%	31.0%
			Remains same	53.4%	41.0%	45.7%
			More	21.6%	24.3%	23.3%
		Public Health Department at Entry		$\bar{x}$ = 2.9	3.6	3.3
		Public Health Department at Graduation		$\bar{x}$ = 3.2	3.3	3.2
			Difference	(+.3)	(-.3)	(-.1)
		ICS--	Less	32.6%	49.7%	43.2%
			Remains same	26.7%	32.2%	30.1%
			More	40.7%	18.2%	26.6%
		School of Nursing at Entry		$\bar{x}$ = 3.2	3.1	3.1
		School of Nursing at Graduation		$\bar{x}$ = 3.5	3.1	3.2
			Difference	(+.3)	(0)	(+.1)
		ICS--	Less	22.1%	36.1%	30.9%
			Remains same	41.9%	29.9%	34.3%
			More	36.0%	34.0%	34.8%
		Self-employed at Entry		$\bar{x}$ = 2.9	3.3	3.1
		Self-employed at Graduation		$\bar{x}$ = 2.9	3.6	3.3
			Difference	(0)	(+.3)	(+.2)
		ICS--	Less	35.6%	23.8%	28.3%
			Remains same	37.9%	35.0%	36.1%
			More	26.4%	41.3%	35.7%
		Social Service Agency at Entry		$\bar{x}$ = 2.7	3.2	3.0
		Social Service Agency at Graduation		$\bar{x}$ = 3.1	3.2	3.2
			Difference	(+.4)	(0)	(+.2)
		ICS--	Less	20.9%	36.1%	30.4%
			Remains same	31.4%	36.1%	34.3%
			More	47.7%	27.8%	35.2%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Agency (Cont.):				
		Public School at Entry		$\bar{x}$ = 2.6	3.0	2.8
		Public School at Graduation		$\bar{x}$ = 3.1	3.0	3.0
			Difference	(+.5)	(0)	(+.2)
		ICS--	Less	26.4%	38.5%	33.9%
			Remains same	32.2%	28.7%	30.0%
			More	41.4%	32.9%	36.1%
		Doctor's office at Entry		$\bar{x}$ = 2.8	2.5	2.6
		Doctor's office at Graduation		$\bar{x}$ = 2.8	2.3	2.5
			Difference	(0)	(-.2)	(-.1)
		ICS--	Less	35.6%	29.6%	31.9%
			Remains same	42.5%	47.2%	45.4%
			More	21.8%	23.2%	22.7%
		Industry at Entry		$\bar{x}$ = 2.3	2.6	2.5
		Industry at Graduation		$\bar{x}$ = 3.1	3.0	3.0
			Difference	(+.8)	(+.4)	(+.5)
		ICS--	Less	16.3%	25.7%	22.2%
			Remains same	33.7%	35.4%	34.8%
			More	50.0%	38.9%	43.0%
E220-230 G108-118	EQ57 GS29	Amount of personal satisfaction from nursing experience (1=Little; 5=Great):				
		Winning trust of patient at Entry		$\bar{x}$ = 4.7	4.5	4.6
		Winning trust of patient at Graduation		$\bar{x}$ = 4.7	4.5	4.6
			Difference	(0)	(0)	(0)
		ICS--	Less	14.6%	18.1%	16.7%
			Remains same	66.3%	66.7%	66.5%
			More	19.1%	15.3%	16.7%
		Communicating observations at Entry		$\bar{x}$ = 4.5	4.5	4.5
		Communicating observations at Graduation		$\bar{x}$ = 4.6	4.6	4.6
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	14.6%	16.6%	15.8%
			Remains same	60.7%	57.9%	59.0%
			More	24.7%	25.5%	25.2%
		Learning and using new ideas at Entry		$\bar{x}$ = 4.6	4.5	4.5
		Learning and using new ideas at Graduation		x = 4.6	4.4	4.5
			Difference	(0)	(-.1)	(0)
		ICS--	Less	19.1%	24.1%	22.2%
			Remains same	59.6%	58.6%	59.0%
			More	21.3%	17.2%	18.8%
		Accurate observations/family behavior at Entry		$\bar{x}$ = 4.5	4.5	4.5
		Accurate observations/family behavior at Graduation		$\bar{x}$ = 4.6	4.6	4.6
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	11.2%	17.2%	15.0%
			Remains same	66.3%	63.4%	64.5%
			More	22.5%	19.3%	20.5%
		Assisting patient/family with decisions at Entry		$\bar{x}$ = 4.5	4.5	4.5
		Assisting patient/family with decisions at Graduation		x = 4.6	4.6	4.6
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	13.5%	15.2%	14.5%
			Remains same	61.8%	65.5%	64.1%
			More	24.7%	19.3%	21.4%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Amount of personal satisfaction from nursing experience (Cont.):				
		Flawless performance of techniques at Entry		$\bar{x}$ = 4.2	4.1	4.2
		Flawless performance of techniques at Graduation		$\bar{x}$ = 4.0	3.6	3.8
			Difference	(-.2)	(-.5)	(-.4)
		ICS--	Less	29.9%	44.1%	38.8%
			Remains same	48.3%	38.6%	42.2%
			More	21.8%	17.2%	19.0%
		Recording observations accurately at Entry		$\bar{x}$ = 4.2	4.1	4.1
		Recording observations accurately at Graduation		$\bar{x}$ = 4.1	3.8	3.9
			Difference	(-.1)	(-.3)	(-.2)
		ICS--	Less	28.1%	42.1%	36.8%
			Remains same	48.3%	43.4%	45.3%
			More	23.6%	14.5	17.9%
		Mastering difficult techniques at Entry		$\bar{x}$ = 4.1	3.9	4.0
		Mastering difficult techniques at Graduation		$\bar{x}$ = 3.9	3.5	3.6
			Difference	(-.2)	(-.4)	(-.4)
		ICS--	Less	36.0%	47.6%	43.2%
			Remains same	41.6%	32.4%	35.9%
			More	22.5%	20.0%	20.9%
		Being needed at Entry		$\bar{x}$ = 4.2	3.8	3.9
		Being needed at Graduation		$\bar{x}$ = 4.1	3.6	3.9
			Difference	(-.1)	(-.2)	(0)
		ICS--	Less	31.0%	34.7%	33.3%
			Remains same	43.7%	36.8%	39.4%
			More	25.3%	28.5%	27.3%
		Compliment by doctor for task at Entry		$\bar{x}$ = 3.7	3.6	3.7
		Compliment by doctor for task at Graduation		$\bar{x}$ = 3.5	3.2	3.3
			Difference	(-.2)	(-.4)	(-.4)
		ICS--	Less	40.4%	49.7%	46.2%
			Remains same	41.6%	32.4%	35.9%
			More	18.0%	17.9%	17.9%
		Leaving patient's room immaculate at Entry		$\bar{x}$ = 3.4	3.2	3.3
		Leaving patient's room immaculate at Graduation		$\bar{x}$ = 3.2	2.8	3.0
			Difference	(-.2)	(-.4)	(-.3)
		ICS--	Less	29.5%	37.9%	34.8%
			Remains same	51.1%	44.1%	46.8%
			More	19.3%	17.9%	18.5%
E231-249 G138-156	EQ58 GS36	Characteristics of nursing now:				
		Hard work at Entry		95.1%	95.0%	95.0%
		Hard work at Graduation		95.6%	95.5%	95.5%
			Difference	(+.5%)	(+.5%)	(+.5%)
		ICS--	Less	6.3%	1.6%	3.4%
			Remains same	91.1%	95.3%	93.7%
			More	2.5%	3.1%	2.9%
		Order and routine at Entry		85.0%	90.0%	87.9%
		Order and routine at Graduation		86.9%	90.2%	88.8%
			Difference	(+1.9%)	(+.2%)	(+.9%)
		ICS--	Less	10.1%	5.5%	7.2%
			Remains same	79.7%	87.5%	84.5%
			More	10.1%	7.0%	8.2%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Characteristics of nursing now (Cont.):				
		Demonstrating Care and Concern at Entry		86.2%	82.2%	83.9%
		Demonstrating Care and Concern at Graduation		85.0%	78.0%	80.9%
			Difference	(-1.2%)	(-4.2%)	(-3.0%)
		ICS--	Less	12.7%	16.4%	15.0%
			Remains same	72.2%	70.3%	71.0%
			More	15.2%	13.3%	14.0%
		Job Security at Entry		77.9%	74.5%	75.9%
		Job Security at Graduation		83.5%	71.1%	76.3%
			Difference	(+5.6%)	(-3.4%)	(+ .4%)
		ICS--	Less	12.7%	10.9%	11.6%
			Remains same	73.4%	80.5%	77.8%
			More	13.9%	8.6%	10.6%
		High technical skill at Entry		67.8%	77.9%	73.6%
		High technical skill at Graduation		72.3%	85.4%	79.9%
			Difference	(+4.5%)	(+7.5%)	(+6.3%)
		ICS--	Less	17.7%	6.3%	10.6%
			Remains same	62.0%	76.6%	71.0%
			More	20.3%	17.2%	18.4%
		Clearly defined work tasks at Entry		63.5%	72.3%	68.5%
		Clearly defined work tasks at Graduation		57.8%	68.3%	63.9%
			Difference	(-5.7%)	(-4.0%)	(-4.6%)
		ICS--	Less	16.5%	15.6%	15.9%
			Remains same	69.6%	68.8%	69.1%
			More	13.9%	15.6%	15.0%
		Clear cut lines of authority at Entry		60.4%	71.1%	66.6%
		Clear cut lines of authority at Graduation		60.7%	71.1%	66.7%
			Difference	(+ .3%)	(0)	(+ .1%)
		ICS--	Less	25.3%	18.8%	21.3%
			Remains same	55.7%	61.7%	59.4%
			More	19.0%	19.5%	19.3%)
		Emotional control at Entry		66.3%	63.0%	65.0%
		Emotional control at Graduation		58.7%	59.6%	59.2%
			Difference	(-7.6%)	(-4.4%)	(-5.8%)
		ICS--	Less	25.3%	15.6%	19.3%
			Remains same	59.5%	67.2%	64.3%
			More	15.2%	17.2%	16.4%
		Service to others at Entry		68.1%	60.9%	64.0%
		Service to others at Graduation		74.3%	70.4%	72.0%
			Difference	(+6.2%)	(+9.5%)	(+8.0%)
		ICS--	Less	15.2%	13.3%	14.0%
			Remains same	74.7%	64.1%	68.1%
			More	10.1%	22.7%	17.9%
		Highly respected occupation at Entry		66.3%	59.5%	62.4%
		Highly respected occupation at Graduation		56.8%	43.6%	49.1%
			Difference	(-9.5%)	(-15.9%)	(-13.3%)
		ICS--	Less	12.7%	25.0%	20.3%
			Remains same	68.4%	66.4%	67.1%
			More	19.0%	8.6%	12.6%

INSTRUMENT & VARIABLE NAME	O#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Characteristics of nursing now (Cont.):				
		Human drama at Entry		56.1%	52.6%	54.1%
		Human drama at Graduation		52.4%	50.5%	51.3%
			Difference	(-3.7%)	(-2.1%)	(-2.8%)
		ICS--	Less	19.0%	13.3%	15.5%
			Remains same	67.1%	73.4%	71.0%)
			More	13.9%	13.3%	13.5%
		Close supervision at Entry		43.6%	42.4%	42.9%
		Close supervision at Graduation		42.7%	59.9%	52.7%
			Difference	(- .9%)	(+17.5%)	(+9.8%)
		ICS--	Less	20.3%	12.3%	15.9%
			Remains same	62.0%	[illegible]%	59.4%
			More	17.7%	28.9%	24.6%
		Frequent innovation at Entry		44.8%	35.8%	39.6%
		Frequent innovation at Graduation		38.8%	22.0%	29.0%
			Difference	(-6.0%)	(-13.8%)	(-10.6%)
		ICS--	Less	15.2%	15.6%	15.5%
			Remains same	67.1%	75.0%	72.0%
			More	17.7%	9.4%	12.6%
		Meticulousness at Entry		37.1%	37.6%	37.4%
		Meticulousness at Graduation		40.8%	42.9%	42.0%
			Difference	(+3.7%)	(+5.3%)	(+4.6%)
		ICS--	Less	17.7%	14.1%	15.5%
			Remains same	67.1%	62.5%	64.3%
			More	15.2%	23.4%	20.3%
		Solid intellectual content at Entry		39.0%	34.2%	36.2%
		Solid intellectual content at Graduation		41.3%	20.2%	29.0%
			Difference	(+2.3%)	(-14.0%)	(-7.2%)
		ICS--	Less	12.7%	22.7%	18.8%
			Remains same	74.7%	69.5%	71.5%
			More	12.7%	7.8%	9.7%
		Moving ritual at Entry		27.6%	27.7%	27.7%
		Moving ritual at Graduation		39.3%	40.4%	40.0%
			Difference	(+11.7%)	(+12.7%)	(+12.3%)
		ICS--	Less	17.7%	10.9%	13.5%
			Remains same	62.0%	61.7%	61.8%
			More	20.3%	27.3%	24.6%
		Exercise of imagination at Entry		29.8%	23.0%	25.9%
		Exercise of imagination at Graduation		25.2%	10.5%	16.6%
			Difference	(-4.6%)	(-12.5%)	(-9.3%)
		ICS--	Less	12.7%	16.4%	15.0%
			Remains same	75.9%	77.3%	76.8%
			More	11.4%	6.3%	8.2%
		Originality and creativity at Entry		31.3%	21.1%	25.5%
		Originality and creativity at Graduation		28.2%	9.4%	17.2%
			Difference	(-3.1%)	(-11.7%)	(-8.3%)
		ICS--	Less	16.5%	11.7%	13.5%
			Remains same	70.9%	82.0%	77.8%
			More	12.7%	6.3%	8.7%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Characteristics of nursing now (Cont.):				
		Religious inspiration at Entry		19.0%	9.6%	13.6%
		Religious inspiration at Graduation		15.5%	14.3%	14.8%
			Difference	(-3.5%)	(+4.7%)	(+1.2%)
		ICS--	Less	13.9%	8.6%	10.6%
			Remains same	79.7%	81.3%	80.7%
			More	6.3%	10.2%	8.7%
E252-270 G159-177	EQ58 GS36	Characteristics important in future of nursing:				
		Originality and creativity at Entry		90.7%	92.9%	92.0%
		Originality and creativity at Graduation		94.2%	95.8%	95.1%
			Difference	(+3.5%)	(+2.9%)	(+3.1%)
		ICS--	Less	3.9%	3.9%	3.9%
			Remains same	94.7%	92.2%	93.1%
			More	1.3%	3.9%	2.9%
		Exercise of imagination at Entry		87.2%	93.8%	91.1%
		Exercise of imagination at Graduation		90.3%	94.4%	92.7%
			Difference	(+3.1%)	(+ .6%)	(+1.6%)
		ICS--	Less	5.3%	5.5%	5.4%
			Remains same	88.2%	87.5%	87.7%
			More	6.6%	7.0%	6.9%
		Frequent innovation at Entry		88.8%	88.4%	88.6%
		Frequent innovation at Graduation		89.3%	94.1%	92.1%
			Difference	(+ .5%)	(+5.7%)	(+3.5%)
		ICS--	Less	5.3%	3.9%	4.4%
			Remains same	86.8%	89.8%	88.7%
			More	7.9%	6.3%	6.9%
		Highly respected occupation at Entry		82.9%	85.9%	84.6%
		Highly respected occupation at Graduation		89.3%	92.3%	91.1%
			Difference	(+6.4%)	(+6.4%)	(+6.5%)
		ICS--	Less	10.5%	3.9%	6.4%
			Remains same	76.3%	81.3%	79.4%
			More	13.2%	14.8%	14.2%
		Demonstrating care and concern at Entry		81.9%	85.6%	84.1%
		Demonstrating care and concern at Graduation		80.1%	79.8%	79.9%
			Difference	(-1.8%)	(-7.8%)	(-4.2%)
		ICS--	Less	14.5%	11.7%	12.7%
			Remains same	68.4%	79.7%	75.5%
			More	17.1%	8.6%	11.8%
		Solid intellectual content at Entry		79.4%	82.2%	81.1%
		Solid intellectual content at Graduation		81.1%	86.4%	84.2%
			Difference	(+1.7%)	(+4.2%)	(+3.1%)
		ICS--	Less	13.2%	5.5%	8.3%
			Remains same	81.6%	84.4%	83.3%
			More	5.3%	10.2%	8.3%
		Dedicated service at Entry		80.1%	73.1%	76.1%
		Dedicated service at Graduation		71.8%	58.5%	64.1%
			Difference	(-8.3%)	(-14.6%)	(-12.0%)
		ICS--	Less	10.5%	20.3%	16.7%
			Remains same	78.9%	72.7%	75.0%
			More	10.5%	7.0%	8.3%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Characteristics important in future of nursing (Cont.):				
		Job security at Entry		72.0%	75.6%	74.1%
		Job security at Graduation		76.7%	72.5%	74.2%
			Difference	(+4.7%)	(-3.1%)	(+.1%)
		ICS--	Less	17.1%	13.3%	14.7%
			Remains same	64.5%	73.4%	70.1%
			More	18.4%	13.3%	15.2%
		High technical skills at Entry		71.0%	65.8%	68.0%
		High technical skills at Graduation		62.6%	53.3%	57.2%
			Difference	(-8.4%)	(-12.5%)	(-10.8%)
		ICS--	Less	23.7%	26.6%	25.5%
			Remains same	60.5%	60.9%	60.8%
			More	15.8%	12.5%	13.7%
		Hard work at Entry		46.7%	40.8%	43.3%
		Hard work at Graduation		46.1%	29.3%	36.3%
			Difference	(- .6%)	(-11.5%)	(-7.0%)
		ICS--	Less	14.5%	21.1%	18.6%
			Remains same	73.7%	71.1%	72.1%
			More	11.8%	7.8%	9.3%
		Human drama at Entry		45.2%	40.8%	42.6%
		Human drama at Graduation		44.2%	35.2%	38.9%
			Difference	(-1.0%)	(-5.6%)	(-3.7%)
		ICS--	Less	17.1%	14.8%	15.7%
			Remains same	64.5%	70.3%	68.1%
			More	18.4%	14.8%	16.2%
		Clearly defined work tasks at Entry		45.5%	38.5%	41.4%
		Clearly defined work tasks at Graduation		41.7%	31.4%	35.7%
			Difference	(-3.8%)	(-7.1%)	(-5.7%)
		ICS--	Less	27.6%	17.2%	21.1%
			Remains same	57.9%	69.5%	65.2%
			More	14.5%	13.3%	13.7%
		Order and routine at Entry		46.4%	37.6%	41.3%
		Order and routine at Graduation		33.5%	21.3%	26.4%
			Difference	(-12.9%)	(-16.3%)	(-14.9%)
		ICS--	Less	18.4%	28.1%	24.5%
			Remains same	69.7%	61.7%	64.7%
			More	11.8%	10.2%	10.8%
		Clear lines of authority at Entry		44.5%	30.3%	36.3%
		Clear lines of authority at Graduation		40.8%	28.6%	33.7%
			Difference	(-3.7%)	(-1.7%)	(-2.6%)
		ICS--	Less	27.6%	18.0%	21.6%
			Remains same	56.6%	64.8%	61.8%
			More	15.8%	17.2%	16.7%
		Meticulousness at Entry		33.6%	27.6%	30.1%
		Meticulousness at Graduation		24.8%	18.8%	21.3%
			Difference	(-8.8%)	(-8.8%)	(-8.8%)
		ICS--	Less	17.1%	17.2%	17.2%
			Remains same	69.7%	75.8%	73.5%
			More	13.2%	7.0%	9.3%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Characteristics important in future of nursing (Cont.):				
		Emotional control at Entry		37.7%	24.6%	30.1%
		Emotional control at Graduation		28.2%	20.9%	23.9%
			Difference	(-9.5%)	(-3.7%)	(-6.2%)
		ICS--	Less	14.5%	18.0%	16.7%
			Remains same	72.4%	71.9%	72.1%
			More	13.2%	10.2%	11.3%
		Close supervision at Entry		23.4%	16.6%	19.5%
		Close supervision at Graduation		15.5%	8.0%	11.2%
			Difference	(-7.9%)	(-8.6%)	(-8.3%)
		ICS--	Less	13.2%	14.1%	13.7%
			Remains same	75.0%	78.9%	77.5%
			More	11.8%	7.0%	8.8%
		Religious inspiration at Entry		22.7%	11.6%	16.3%
		Religious inspiration at Graduation		12.1%	5.9%	8.5%
			Difference	(-10.6%)	(-5.7%)	(-7.8%)
		ICS--	Less	11.8%	9.4%	10.3%
			Remains same	84.2%	88.3%	86.8%
			More	3.9%	2.3%	2.9%
		Moving ritual at Entry		2.8%	3.9%	3.4%
		Moving ritual at Graduation		2.9%	1.7%	2.2%
			Difference	(+ .1%)	(-2.2%)	(-1.2%)
		ICS--	Less	0.0%	6.3%	3.9%
			Remains same	96.1%	93.0%	94.1%
			More	3.9%	.8%	2.0%
		Self-report of competence (1=Little; 5=Much):				
E130-134 G103-107	EQ31 GS28	Nursing Process:				
		Data Collection at Entry		$\bar{x}$ = 3.7	3.4	3.5
		Data Collection at Graduation		$\bar{x}$ = 4.3	4.4	4.3
			Difference	(+.6)	(+1.0)	(+.8)
		ICS--	Less	6.7%	5.5%	6.0%
			Remains same	29.2%	25.5%	26.9%
			More	64.0%	69.0%	67.1%
		Assessment at Entry		$\bar{x}$ = 3.6	3.4	3.5
		Assessment at Graduation		$\bar{x}$ = 4.1	4.3	4.2
			Difference	(+.5)	(+.9)	(+.7)
		ICS--	Less	5.6%	5.6%	5.6%
			Remains same	46.7%	27.8%	34.8%
			More	48.3%	66.7%	59.7%
		Planning at Entry		$\bar{x}$ = 3.7	3.6	3.6
		Planning at Graduation		$\bar{x}$ = 4.3	4.4	4.3
			Difference	(+.6)	(+.8)	(+.7)
		ICS--	Less	8.0%	6.2%	6.9%
			Remains same	28.4%	33.8%	31.8%
			More	63.6%	60.0%	61.4%
		Intervention at Entry		$\bar{x}$ = 3.8	3.5	3.6
		Intervention at Graduation		$\bar{x}$ = 4.4	4.4	4.4
			Difference	(+.6)	(+.9)	(+.8)
		ICS--	Less	5.7%	11.0%	9.0%
			Remains same	37.5%	28.3%	31.8%
			More	56.8%	60.7%	59.2%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Self-report of competence (1=Little; 5=Much) (Cont.):				
		Nursing Process (Cont.):				
		Evaluation at Entry	$\bar{x}$ =	3.7	3.4	3.6
		Evaluation at Graduation	$\bar{x}$ =	4.2	4.2	4.2
			Difference	(+.5)	(+.8)	(+.6)
		ICS--	Less	9.1%	6.2%	7.3%
			Remains same	34.1%	34.5%	34.3%
			More	56.8%	59.3%	58.4%
E163-168 G132-137	EQ39 GS35	Intellectual Activities:				
		Knowledge of facts and information at Entry	$\bar{x}$ =	3.9	3.9	3.9
		Knowledge of facts and information at Graduation	$\bar{x}$ =	3.9	3.9	4.0
			Difference	(0)	(0)	(+.1)
		ICS--	Less	22.5%	24.1%	23.5%
			Remains same	57.3%	46.9%	50.9%
			More	20.2%	29.0%	25.6%
		General principles and theories at Entry	$\bar{x}$ =	4.0	3.8	3.9
		General principles and theories at Graduation	$\bar{x}$ =	4.0	4.2	4.1
			Difference	(0)	(+.4)	(+.2)
		ICS--	Less	23.6%	13.1%	17.1%
			Remains same	48.3%	42.8%	44.9%
			More	28.1%	44.1%	38.0%
		Analyze and evaluate books and articles at Entry	$\bar{x}$ =	3.3	3.3	3.3
		Analyze and evaluate books and articles at Graduation	$\bar{x}$ =	3.7	4.0	3.9
			Difference	(+.4)	(+.7)	(+.6)
		ICS--	Less	11.1%	8.3%	9.4%
			Remains same	42.2%	36.6%	38.7%
			More	46.7%	55.2%	51.9%
		Apply knowledge to situation outside classroom:				
			at Entry	$\bar{x}$ = 4.1	4.1	4.1
			at Graduation	$\bar{x}$ = 4.2	4.3	4.3
			Difference	(+.1)	(+.2)	(+.2)
		ICS--	Less	11.1%	19.4%	16.2%
			Remains same	66.7%	41.0%	50.9%
			More	22.2%	39.6%	32.9%
		Understands methods at Entry	$\bar{x}$ =	4.1	4.0	4.0
		Understands methods at Graduation	$\bar{x}$ =	4.2	4.1	4.2
			Difference	(+.1)	(+.1)	(+.2)
		ICS--	Less	15.6%	23.6%	20.5%
			Remains same	54.4%	39.6%	45.3%
			More	30.0%	36.8%	34.2%
		Communicates knowledge to others at Entry	$\bar{x}$ =	4.0	4.0	4.0
		Communicates knowledge to others at Graduation	$\bar{x}$ =	4.2	4.3	4.3
			Difference	(+.2)	(+.3)	(+.3)
		ICS--	Less	11.1%	20.0%	16.6%
			Remains same	46.7%	42.1%	43.8%
			More	42.2%	37.9%	39.6%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Self-report of competence (1-Little; 5=Much)(Cont.)				
		Nursing roles:				
E200-206	EQ50	Team member at Entry		$\bar{x}$ = 4.5	4.5	4.5
G67-73	GS23	Team member at Graduation		$\bar{x}$ = 4.7	4.6	4.6
			Difference	(+.2)	(+.1)	(+.1)
		ICS--	Less	8.8%	17.4%	14.0%
			Remains same	64.8%	54.9%	58.7%
			More	26.4%	27.8%	27.2%
		Team leader at Entry		$\bar{x}$ = 4.0	4.1	4.0
		Team leader at Graduation		$\bar{x}$ = 4.3	4.4	4.4
			Difference	(+.3)	(+.3)	(+.4)
		ICS--	Less	9.9%	13.2%	11.9%
			Remains same	45.1%	52.8%	49.8%
			More	45.1%	34.0%	38.3%
		Consultant at Entry		$\bar{x}$ = 3.2	3.2	3.2
		Consultant at Graduation		$\bar{x}$ = 3.7	3.9	3.8
			Difference	(+.5)	(+.7)	(+.6)
		ICS--	Less	15.9%	12.0%	13.5%
			Remains same	29.5%	25.4%	27.0%
			More	54.5%	62.7%	59.6%
		Individual practitioner at Entry		$\bar{x}$ = 2.6	3.0	2.8
		Individual practitioner at Graduation		$\bar{x}$ = 3.1	3.8	3.4
			Difference	(+.5)	(+.8)	(+.6)
		ICS--	Less	15.4%	17.5%	16.7%
			Remains same	19.8%	29.4%	25.6%
			More	64.8%	53.1%	57.7%
		Teacher at Entry		$\bar{x}$ = 3.1	3.3	3.2
		Teacher at Graduation		$\bar{x}$ = 3.6	4.0	3.8
			Difference	(+.5)	(+.7)	(+.6)
		ICS--	Less	11.0%	12.6%	12.0%
			Remains same	37.4%	32.9%	34.6%
			More	51.6%	54.5%	53.4%
		Administrator/planner at Entry		$\bar{x}$ = 2.4	2.4	2.4
		Administrator/planner at Graduation		$\bar{x}$ = 2.9	3.2	3.1
			Difference	(+.5)	(+.8)	(+.7)
		ICS--	Less	14.3%	14.1%	14.2%
			Remains same	28.6%	23.9%	25.8%
			More	57.1%	62.0%	60.1%
		Researcher at Entry		$\bar{x}$ = 2.2	2.0	2.1
		Researcher at Graduation		$\bar{x}$ = 2.9	2.8	2.9
			Difference	(+.7)	(+.8)	(+.8)
		ICS--	Less	11.0%	9.7%	10.2%
			Remains same	18.7%	29.2%	25.1%
			More	70.3%	61.1%	64.7%
E157	EQ36	Values personal relationship w/faculty highly:				
G19	GS13		at Entry	25.9%	19.0%	22.0%
			at Graduation	26.1%	19.3%	22.2%
			Difference	(+.2%)	(+.3%)	(+.2%)
		ICS--	Less	34.1%	22.9%	27.2%
			Remains same	52.7%	54.2%	53.6%
			More	13.2%	22.9%	19.1%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
E158	EQ37	Expects personal rel. w/most or all faculty at Entry		34.0%	21.4%	26.8%
G20	GS14	Had personal rel. w/most or all faculty at Graduation		11.5%	6.6%	9.7%
			Difference	(-22.5%)	(-14.8%)	(-17.1%)
		ICS--had pers. rel. w/fewer fac. than expected		52.8%	53.8%	53.4%
			Remains same	36.0%	32.2%	33.6%
			w/more fac. than expected	11.2%	14.0%	12.9%
		Views on educational issues (1=Disagree strongly; 5=Agree strongly):				
E159	EQ38	Personal growth as impt. as intell. devel. at Entry		$\bar{x}$ = 4.7	4.6	4.7
G13	GS11		at Grad	$\bar{x}$ = 4.7	4.7	4.7
			Difference	(0)	(+.1)	(0)
		ICS--	Less	13.2%	13.1%	13.1%
			Remains same	74.7%	69.7%	71.6%
			More	12.1%	17.2%	15.3%
E160	EQ38	Assignments should be indv. tailored at Entry		$\bar{x}$ = 3.5	3.4	3.5
G14	GS11		at Grad	$\bar{x}$ = 3.8	3.6	3.7
			Difference	(+.3)	(+.2)	(+.2)
		ICS--	Less	22.0%	24.1%	23.3%
			Remains same	38.5%	46.2%	43.2%
			More	39.6%	29.7%	33.5%
E161	EQ38	Research makes faculty better teachers at Entry		$\bar{x}$ = 2.9	2.8	2.9
G15	GS11		at Grad	$\bar{x}$ = 3.0	2.9	3.0
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	19.8%	28.0%	24.8%
			Remains same	46.2%	33.6%	38.5%
			More	34.1%	38.5%	36.8%
E162	EQ38	Real educ. occurs outside classroom at Entry		$\bar{x}$ = 3.7	3.6	3.7
G16	GS11		at Grad	$\bar{x}$ = 4.0	3.7	3.8
			Difference	(+.3)	(+.1)	(+.1)
		ICS--	Less	15.4%	29.9%	24.3%
			Remains same	45.1%	45.1%	45.1%
			More	39.6%	25.0%	30.6%
E34	EQ16	Very satis. w/prev. post-sec. educ. at Entry		21.5%	18.4%	19.3%
G10	GS9	Very satis. w/BSN program at Graduation		12.4%	21.3%	17.5%
			Difference	(-8.1%)	(+2.9%)	(-1.8%)
		ICS--	Less	33.0%	27.8%	29.8%
			Remains Same	45.1%	50.7%	48.5%
			More	22.0%	21.5%	21.7%
E177-188	EQ41	Importance of educational experiences (1=Not impt.; 5=Very impt.):				
G53-64	GS20	Nursing clinical experience at Entry		$\bar{x}$ = 4.6	4.4	4.5
			at Grad	$\bar{x}$ = 3.9	4.1	4.0
			Difference	(-.7)	(-.3)	(-.5)
		ICS--	Less	49.4%	41.1%	44.3%
			Remains same	42.7%	44.7%	43.9%
			More	7.9%	14.2%	11.7%
		Reading connected w/class at Entry		$\bar{x}$ = 4.4	4.3	4.3
			at Grad	$\bar{x}$ = 3.8	4.0	3.9
			Difference	(-.6)	(-.3)	(-.4)
		ICS--	Less	51.7%	47.2%	48.9%
			Remains same	36.0%	35.4%	35.6%
			More	12.4%	17.4%	15.5%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Importance of educational experiences (Cont.)				
		Field work in community	at Entry	$\bar{x}$ = 4.2	4.4	4.3
			at Grad	$\bar{x}$ = 4.0	4.0	4.0
			Difference	(-.2)	(-.4)	(-.3)
		ICS--	Less	38.2%	39.9%	39.2%
			Remains same	39.3%	47.6%	44.4%
			More	22.5%	12.6%	16.4%
		Nursing lecture courses	at Entry	$\bar{x}$ = 4.4	4.2	4.3
			at Grad	$\bar{x}$ = 3.6	3.6	3.6
			Difference	(-.8)	(-.6)	(-.7)
		ICS--	Less	67.0%	57.7%	61.3%
			Remains same	23.9%	29.6%	27.4%
			More	9.1%	12.7%	11.3%
		Nursing seminars	at Entry	$\bar{x}$ = 4.2	4.1	4.2
			at Grad	$\bar{x}$ = 3.6	3.5	3.5
			Difference	(-.6)	(-.6)	(-.7)
		ICS--	Less	48.3%	52.4%	50.9%
			Remains same	34.8%	29.4%	31.5%
			More	16.9%	18.2%	17.7%
		Reading independent of classes	at Entry	$\bar{x}$ = 3.9	3.8	3.8
			at Grad	$\bar{x}$ = 3.9	3.9	3.9
			Difference	(0)	(+.1)	(+.1)
		ICS--	Less	33.7%	30.1%	31.5%
			Remains same	42.7%	33.6%	37.1%
			More	23.6%	36.4%	31.5%
		Informal independent study/research	at Entry	$\bar{x}$ = 3.8	3.7	3.8
			at Grad	$\bar{x}$ = 3.9	3.8	3.9
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	24.7%	34.0%	30.5%
			Remains same	43.8%	34.0%	37.8%
			More	31.5%	31.9%	31.8%
		Informal discussions w/students	at Entry	$\bar{x}$ = 3.7	3.6	3.7
			at Grad	$\bar{x}$ = 4.0	3.9	3.9
			Difference	(+.3)	(+.3)	(+.2)
		ICS--	Less	29.2%	21.0%	24.1%
			Remains same	31.5%	35.0%	33.6%
			More	39.3%	44.1%	42.2%
		Informal discussions w/faculty	at Entry	$\bar{x}$ = 3.5	3.5	3.5
			at Grad	$\bar{x}$ = 3.5	3.3	3.4
			Difference	(0)	(-.2)	(-.1)
		ICS--	Less	33.0%	35.9%	34.8%
			Remains same	43.2%	38.7%	40.4%
			More	23.9%	25.4%	24.8%
		Courses in other fields	at Entry	$\bar{x}$ = 3.4	3.4	3.4
			at Grad	$\bar{x}$ = 3.6	3.8	3.7
			Difference	(+.2)	(+.4)	(+.3)
		ICS--	Less	27.0%	18.4%	21.7%
			Remains same	39.3%	39.0%	39.1%
			More	33.7%	42.6%	39.1%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Importance of educational experiences (Cont.)				
		Interdisciplinary courses at Entry		$\bar{x}$ = 3.4	3.3	3.3
		at Grad		$\bar{x}$ = 3.5	3.5	3.5
			Difference	(+.1)	(+.2)	(+.2)
		ICS--	Less	23.5%	28.5%	26.6%
			Remains same	41.2%	35.0%	37.4%
			More	35.3%	36.5%	36.0%
		Independent study courses at Entry		$\bar{x}$ = 3.1	3.3	3.2
		at Grad		$\bar{x}$ = 3.3	3.5	3.4
			Difference	(+.2)	(+.2)	(+.2)
		ICS--	Less	27.1%	36.7%	32.9%
			Remains same	25.9%	29.7%	28.2%
			More	47.1%	33.6%	39.0%
E196-198	EQ48	Sees self as creative at Entry		66.8%	77.5%	72.9%
G188-190	GS38	at Grad		75.6%	82.4%	79.5%
			Difference	(+8.8%)	(+4.9%)	(+6.6%)
		ICS--Self-concept of creativity remains same		71.8%	79.1%	76.3%
		Sees self as leader at Entry		46.5%	37.4%	41.3%
		at Grad		52.9%	54.2%	53.6%
			Difference	(+6.4%)	(+16.8%)	(+12.3%)
		ICS--Self-concept of leader remains same		70.6%	69.4%	69.9%
		Importance of various values (1=Not impt.; 5=Very impt.):				
E273-281	EQ59	Marriage at Entry		$\bar{x}$ = 4.7	4.5	4.6
G191-199	GS39	at Grad		$\bar{x}$ = 4.6	4.5	4.5
			Difference	(-.1)	(0)	(-.1)
		ICS--	Less	15.9%	19.0%	17.8%
			Remains same	77.3%	69.0%	72.2%
			More	6.8%	12.0%	10.0%
		Friendships at Entry		$\bar{x}$ = 4.5	4.6	4.5
		at Grad		$\bar{x}$ = 4.6	4.5	4.5
			Difference	(+.1)	(-.1)	(0)
		ICS--	Less	18.0%	18.6%	18.3%
			Remains same	66.3%	68.6%	67.7%
			More	15.7%	12.9%	14.0%
		Career or occupation at Entry		$\bar{x}$ = 4.5	4.4	4.4
		at Grad		$\bar{x}$ = 4.4	4.3	4.4
			Difference	(-.1)	(-.1)	(0)
		ICS--	Less	19.1%	21.7%	20.7%
			Remains same	59.6%	55.2%	56.9%
			More	21.3%	23.1%	22.4%
		Relations with other family/relatives at Entry		$\bar{x}$ = 4.4	4.1	4.2
		at Grad		$\bar{x}$ = 4.4	4.0	4.2
			Difference	(0)	(-.1)	(0)
		ICS--	Less	21.6%	28.2%	25.7%
			Remains same	62.5%	45.8%	52.2%
			More	15.9%	26.1%	22.2%
		Parenthood at Entry		$\bar{x}$ = 4.3	4.1	4.2
		at Grad		$\bar{x}$ = 4.4	3.9	4.1
			Difference	(+.1)	(-.2)	(-.1)
		ICS--	Less	20.2%	21.0%	20.7%
			Remains same	65.2%	60.9%	62.6%
			More	14.6%	18.1%	16.7%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Importance of various values (Cont.)				
		Intellectual life at Entry		$\bar{x}$ = 4.0	4.0	4.0
		at Grad		$\bar{x}$ = 3.9	4.0	3.9
			Difference	(-.1)	(0)	(-.1)
		ICS--	Less	33.0%	30.8%	31.6%
			Remains same	50.0%	44.8%	46.8%
			More	17.0%	24.5%	21.6%
		Art and Music at Entry		$\bar{x}$ = 3.4	3.7	3.6
		at Grad		$\bar{x}$ = 3.5	3.6	3.5
			Difference	(+.1)	(-.1)	(-.1)
		ICS--	Less	33.7%	35.0%	34.5%
			Remains same	40.4%	42.7%	41.8%
			More	25.8%	22.4%	23.7%
		Community Affairs at Entry		$\bar{x}$ = 3.5	3.5	3.5
		at Grad		$\bar{x}$ = 3.6	3.6	3.6
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Less	32.2%	23.8%	27.0%
			Remains same	34.5%	40.6%	38.3%
			More	33.3%	35.7%	34.8%
		Religious beliefs at Entry		$\bar{x}$ = 3.7	3.0	3.3
		at Grad		$\bar{x}$ = 3.6	2.8	3.1
			Difference	(-.1)	(-.2)	(-.2)
		ICS--	Less	26.1%	31.5%	29.4%
			Remains same	44.3%	45.5%	45.0%
			More	29.5%	23.1%	25.5%
		B. Omnibus Personality Inventory	Entry	(n=328)	(n=458)	(n=786)
			Graduation	(n=219)	(n=301)	(n=520)
OPI1		Thinking Introversion (TI) at Entry		$\bar{x}$ = 23.0	24.9	24.1
GOPI1		at Grad		$\bar{x}$ = 24.0	26.1	25.2
			Difference	(+1.0)	(+1.2)	(+1.1)
		ICS*--$\bar{x}$ change in score		1.5	2.0	1.8
OPI2		Theoretical Orientation (TO) at Entry		$\bar{x}$ = 17.2	17.8	17.5
GOPI2		at Grad		$\bar{x}$ = 18.1	18.3	18.2
			Difference	(+.9)	(+.5)	(+.7)
		ICS--$\bar{x}$ change in score		1.1	1.2	1.2
OPI3		Estheticism (Es) at Entry		$\bar{x}$ = 11.8	13.3	12.7
GOPI3		at Grad		$\bar{x}$ = 12.5	13.2	12.9
			Difference	(+.7)	(-.1)	(+.2)
		ICS--$\bar{x}$ change in score		1.0	0.1	0.4
OPI4		Complexity (Co) at Entry		$\bar{x}$ = 13.3	14.5	14.0
GOPI4		at Grad		$\bar{x}$ = 14.1	15.0	14.6
			Difference	(+.8)	(+.5)	(+.6)
		ICS--$\bar{x}$ change in score		0.8	1.0	0.9
OPI5		Autonomy (Au) at Entry		$\bar{x}$ = 26.7	31.1	29.3
GOPO5		at Grad		$\bar{x}$ = 27.6	31.3	29.8
			Difference	(+.9)	(+.2)	(+.5)
		ICS--$\bar{x}$ change in score		0.4	-.2	.0

*Represents longitudinal data (2 + 2 n=80)(Upper 2 n=139)(Total n=219).

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES	2 + 2	Upper 2	Total
		Omnibus Personality Inventory (Cont.)			
OPI6		Religious Orientation (RO) at Entry	$\bar{x}$ = 11.2	13.8	12.7
GOPI6		at Grad	$\bar{x}$ = 11.5	14.2	13.0
		Difference	(+.3)	(+.4)	(+.3)
		ICS--$\bar{x}$ change in score	.4	-.3	-.0
OPI7		Social Extroversion (SE) at Entry	$\bar{x}$ = 24.2	22.6	23.3
GOPI7		at Grad	$\bar{x}$ = 24.5	22.9	23.6
		Difference	(+.3)	(+.3)	(+.3)
		ICS--$\bar{x}$ change in score	1.1	1.3	1.2
OPI8		Impulse Expression (IE) at Entry	$\bar{x}$ = 25.8	26.6	26.3
GOPI8		at Grad	$\bar{x}$ = 26.8	27.5	27.2
		Difference	(+1.0)	(+.9)	(+.9)
		ICS--$\bar{x}$ change in score	1.1	.8	.9
OPI9		Personal Integration (PI) at Entry	$\bar{x}$ = 37.8	39.2	38.6
GOPI9		at Grad	$\bar{x}$ = 39.2	39.2	39.2
		Difference	(+1.4)	(0)	(+.6)
		ICS--$\bar{x}$ change in score	1.8	.9	1.2
OPI10		Anxiety Level (AL) at Entry	$\bar{x}$ = 13.1	14.3	13.8
GOPI10		at Grad	$\bar{x}$ = 13.7	14.1	13.9
		Difference	(+.6)	(-.2)	(+.1)
		ICS--$\bar{x}$ change in score	1.0	.0	.4
OPI11		Altruism (Am) at Entry	$\bar{x}$ = 23.5	23.8	23.7
GOPI11		at Grad	$\bar{x}$ = 23.9	23.6	23.8
		Difference	(+.4)	(-.2)	(+.1)
		ICS--$\bar{x}$ change in score	.4	.2	.3
OPI12		Practical Outlook (PO) at Entry	$\bar{x}$ = 14.1	11.5	12.6
GOPI12		at Grad	$\bar{x}$ = 13.6	11.4	12.3
		Difference	(-.5)	(-.1)	(-.3)
		ICS--$\bar{x}$ change in score	-.8	-.6	-.6
OPI13		Masculinity-Femininity (MF) at Entry	$\bar{x}$ = 25.8	25.6	25.7
GOPI13		at Grad	$\bar{x}$ = 26.1	25.8	25.9
		Difference	(+.3)	(+.2)	(+.2)
		ICS--$\bar{x}$ change in score	.3	.6	.5
OPI14		Response Bias (RB) at Entry	$\bar{x}$ = 14.5	14.3	14.4
GOPI14		at Grad	$\bar{x}$ = 15.1	14.2	14.6
		Difference	(+.6)	(-.)	(+.2)
		ICS--$\bar{x}$ change in score	1.2	.[illegible]	.6
		Intellectual Disposition Categories (IDC) at Entry	$\bar{x}$ = 5.6	5.2	5.3
		at Grad	$\bar{x}$ = 5.3	5.0	5.2
		Difference	(-.3)	(-.2)	(-.1)
		ICS--$\bar{x}$ change in score	-.3	-.3	-.3

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		C. National League for Nursing Achievement Tests (scores are based on baccalaureate norms)				
		Applied Natural Science	Entry	(n=139)	(n=123)	(n=262)
			Graduation	(n=247)	(n=249)	(n=496)
			ICS*	(n=88)	(n=58)	(n=146)
NLN2		Part A at Entry		43.9	51.6	47.5
GNLN2		at Grad		47.0	55.5	51.3
			Difference	(+3.1)	(+3.9)	(+3.8)
		ICS--$\bar{x}$ change in score		14.1	-1.1	8.0
NLN4		Part B at Entry		29.5	45.3	36.9
GNLN4		at Grad		34.1	47.3	40.5
			Difference	(+4.6)	(+2.0)	(+3.6)
		ICS--$\bar{x}$ change in score		12.9	-1.0	7.4
NLN6		Knowledge at Entry		32.6	48.4	40.0
GNLN6		at Grad		39.1	49.7	44.2
			Difference	(+6.5)	(+1.3)	(+4.2)
		ICS--$\bar{x}$ change in score		15.3	.2	9.3
NLN8		Applications at Entry		31.9	45.4	38.2
GNLN8		at Grad		37.9	48.2	42.9
			Difference	(+6.0)	(+2.8)	(+4.7)
		ICS--$\bar{x}$ change in score		15.4	-.9	8.9
NATSCI		Total Applied Natural Sciences (Estimated)	at Entry	34.4	47.7	40.7
			at Grad	39.5	50.3	44.8
			Difference	(+5.1)	(+2.6)	(+4.1)
		Community Health	Entry	(n=142)	(n=211)	(n=353)
			Graduation	(n=249)	(n=253)	(n=502)
			ICS*	(n=88)	(n=114)	(n=202)
NLN10		Family Health at Entry		44.1	48.9	46.9
GNLN10		at Grad		51.9	60.9	56.5
			Difference	(+7.8)	(+12.0)	(+9.6)
		ICS--$\bar{x}$ change in score		16.4	16.0	16.1
NLN12		Community Health at Entry		37.2	43.8	41.1
GNLN12		at Grad		40.5	55.7	48.2
			Difference	(+3.3)	(+11.9)	(+7.1)
		ICS--$\bar{x}$ change in score		10.0	9.9	10.0
NLN14		Science and General Information at Entry		31.5	41.5	37.5
GNLN14			at Grad	39.2	49.5	44.4
			Difference	(+7.7)	(+8.0)	(+6.9)
		ICS--$\bar{x}$ change in score		13.4	8.0	10.4
NLN16		Total Community Health at Entry		35.1	43.3	40.0
GNLN16		at Grad		42.8	56.9	49.9
			Difference	(+7.7)	(+13.6)	(+9.9)
		ICS--$\bar{x}$ change in score		17.1	15.3	16.1

*Represents longitudinal data.

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
D. Entry Questionnaire to First Year Survey to Graduation Survey						
E36	EQ17	Likes to compete with other students at Entry		27.9%	31.3%	29.8%
FY10	FYS10	at First Year		15.8%	16.8%	16.4%
G12	GS10	at Grad		29.7%	30.1%	30.0%
		ICS*--Entry to FYS	Decreases	43.0%	44.6%	43.9%
			Remains same	42.1%	43.9%	43.1%
			Increases	14.9%	11.5%	13.0%
		ICS**--FYS to Grad	Decreases	19.2%	18.5%	18.8%
			Remains same	43.8%	42.0%	42.7%
			Increases	37.0%	39.5%	38.5%
E84	EQ24	Employed while in school > 20 hours/week at Entry		24.2%	39.2%	32.9%
FY5	FYS5	at First Year		33.7%	37.8%	36.0%
G17	GS12	at Grad		25.2%	38.9%	33.1%
		ICS--Entry to FYS Hours worked	Decreases	21.6%	22.3%	22.0%
			Remains same	50.4%	53.6%	52.2%
			Increases	28.0%	24.1%	25.8%
		ICS--FYS to Grad Hours worked	Decreases	21.9%	11.8%	15.6%
			Remains same	46.6%	63.0%	56.8%
			Increases	31.5%	25.2%	27.6%
E. First Year Survey to Graduation Survey						
FY33	FYS16	Most stimulating class--chose non-nursing at First Year		39.0%	16.5%	26.5%
G22	GS16a	at Grad		34.0%	14.4%	22.6%
			Difference	(-5.0%)	(-2.1%)	(-3.9%)
FY11	FYS11	Group spirit among nursing students is strong at FY		22.2%	23.2%	22.8%
G65	GS21	at Grad		28.6%	30.2%	29.5%
			Difference	(+6.4%)	(+7.0%)	(+6.7%)
		ICS**--	Decreases	19.2%	18.5%	18.5%
			Remains same	43.8%	42.0%	42.7%
			Increases	37.0%	39.5%	38.5%
FY28	FYS21	Developed many new perspectives--Junior year		36.2%	26.6%	30.8%
G200	GS40	--during entire program		32.1%	37.2%	35.0%
			Difference	(-4.1%)	(+10.6%)	(+4.2%)
		ICS--	Acknowledged fewer perspectives	28.6%	22.9%	25.0%
			Remains same	48.6%	33.9%	39.4%
			Acknowledged more perspectives	22.9%	43.2%	35.6%
		Types of positive new perspectives--from qualitative data:				
	FYS21 GS40, 41,43	Increase professionalism at First Year		42.1%	26.2%	33.5%
		at Grad		41.5%	46.4%	44.4%
			Difference	(-.6%)	(+20.2%)	(+10.9%)
		New options available at First Year		28.4%	31.0%	30.0%
		at Grad		21.9%	24.3%	23.3%
			Difference	(-6.5%)	(-6.7%)	(-6.7%)
		Increased self-confidence at First Year		15.8%	12.2%	13.3%
		at Grad		39.3%	50.2%	45.7%
			Difference	(+23.5%)	(+38.0%)	(+32.4%)

*ICS--Entry to FYS longitudinal data (2 +2 n=242)(Upper 2 n=296)(Total n=538)

**ICS--FYS to Grad longitudinal data (2 + 2 n=73)(Upper 2 n=119)(Total n=192)

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Types of positive new perspectives (Cont.):				
		Autonomy-independence	at First Year	13.7%	7.1%	9.5%
			at Grad	11.5%	12.9%	12.3%
			Difference	(-2.2%)	(+5.8%)	(+2.8%)
		Intellectual growth	at First Year	10.5%	7.1%	8.4%
			at Grad	9.3%	11.0%	10.3%
			Difference	(-1.2%)	(+3.9%)	(+1.9)
		Commitment to nursing	at First Year	4.2%	7.1%	6.1%
			at Grad	30.1%	35.4%	33.2%
			Difference	(+25.9%)	(+28.3%)	(+27.1%)
		Political awareness	at First Year	6.3%	5.4%	5.7%
			at Grad	13.7%	26.6%	21.3%
			Difference	(+7.4%)	(+21.2%)	(+15.6%)
		Leadership	at First Year	3.2%	2.4%	2.7%
			at Grad	8.7%	7.6%	8.1%
			Difference	(+5.5%)	(+5.2%)	(+5.4%)
		Expresses negative comments	at First Year	4.2%	21.4%	15.2%
			at Grad	15.5%	23.1%	19.9%
			Difference	(+11.3%)	(+1.7%)	(+4.7%)
		F. Entry to Graduation to Post Graduation				
		Interest in various professional activities: (1=Little or no; 5= Much)				
E209	EQ51	Attending meetings or workshops	at Entry	$\bar{x}$ = 4.06	3.92	3.98
G122	GS31		at Graduation	$\bar{x}$ = 4.33	4.03	4.16
PG68	PGS11		Post Graduation	$\bar{x}$ = 4.30	4.08	4.17
		ICS*--Entry to Graduation	Decreases	13.5%	22.1%	18.8%
			Remains same	49.4%	39.3%	43.2%
			Increases	37.1%	38.6%	38.0%
		ICS**--Graduation to Post Grad.	Decreases	25.9%	23.5%	24.2%
			Remains same	60.5%	51.9%	54.8%
			Increases	14.0%	24.7%	21.0%
E208	EQ51	Reading nursing journals	at Entry	$\bar{x}$ = 3.94	3.44	3.65
G121	GS31		at Graduation	$\bar{x}$ = 3.92	3.53	3.69
PG67	PGS11		Post Graduation	$\bar{x}$ = 3.83	3.55	3.67
		ICS--Entry to Graduation	Decreases	29.2%	27.6%	28.2%
			Remains same	38.2%	34.5%	35.9%
			Increases	32.6%	37.9%	35.9%
		ICS--Graduation to Post Grad.	Decreases	32.6%	42.0%	38.7%
			Remains same	48.8%	39.5%	42.7%
			Increases	18.6%	18.5%	18.5%
E212	EQ51	Acting as resource to other nurses	at Entry	$\bar{x}$ = 3.67	3.62	3.64
G125	GS31		at Graduation	$\bar{x}$ = 4.19	3.89	4.02
PG71	PGS11		Post Graduation	$\bar{x}$ = 4.29	3.92	4.07
		ICS--Entry to Graduation	Decreases	4.5%	24.3%	16.7%
			Remains same	43.8%	40.3%	41.6%
			Increases	51.7%	35.4%	41.6%
		ICS--Graduation to Post Grad.	Decreases	11.6%	23.5%	19.4%
			Remains same	65.1%	44.4%	51.6%
			Increases	23.3%	32.1%	29.0%

*ICS--Entry to Graduation longitudinal data (2 + 2 n=89)(Upper 2 n=145) (Total n=234)

**ICS--Graduation to Post Graduation longitudinal data (2 + 2 n=43)(Upper 2 n=82)(Total n=125)

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Interest in various professional activities (Cont.):				
E213	EQ51	Being a nursing leader at Entry		$\bar{x}$ = 3.59	3.48	3.53
G126	GS31	at Graduation		$\bar{x}$ = 4.05	3.90	3.97
PG72	PGS11	Post Graduation		$\bar{x}$ = 4.08	3.86	3.95
		ICS--Entry to Graduation	Decreases	9.1%	20.0%	15.9%
			Remains same	36.4%	33.8%	34.8%
			Increases	54.5%	46.2%	49.4%
		ICS--Graduation to Post Grad.	Decreases	23.8%	22.2%	22.8%
			Remains same	50.0%	51.9%	51.2%
			Increases	26.2%	25.9%	26.0%
E207	EQ51	Belonging to nursing organizations at Entry		$\bar{x}$ = 3.10	2.70	2.87
G120	GS31		at Graduation	$\bar{x}$ = 3.65	3.42	3.52
PG66	PGS11		Post Graduation	$\bar{x}$ = 3.30	3.24	3.27
		ICS--Entry to Graduation	Decreases	22.7%	16.7%	19.0%
			Remains same	34.1%	28.5%	30.6%
			Increases	43.2%	54.9%	50.4%
		ICS--Graduation to Post Grad.	Decreases	34.9%	40.7%	38.7%
			Remains same	48.8%	43.2%	45.2%
			Increases	16.3%	16.0%	16.1%
E210	EQ51	Doing nursing research at Entry		$\bar{x}$ = 2.89	2.83	2.85
G123	GS31	at Graduation		$\bar{x}$ = 3.14	3.10	3.11
PG69	PGS11	Post Graduation		$\bar{x}$ = 3.34	3.20	3.26
		ICS--Entry to Graduation	Decreases	25.8%	25.7%	25.8%
			Remains same	34.8%	25.0%	28.8%
			Increases	39.3%	49.3%	45.5%
		ICS--Graduation to Post Grad.	Decreases	30.2%	26.2%	27.6%
			Remains same	39.5%	50.0%	46.3%
			Increases	30.2%	23.8%	26.0%
E211	EQ51	Writing nursing articles at Entry		$\bar{x}$ = 2.55	2.59	2.57
G124	GS31	at Graduation		$\bar{x}$ = 3.07	3.13	3.10
PG70	PGS11	Post Graduation		$\bar{x}$ = 3.05	3.04	3.04
		ICS--Entry to Graduation	Decreases	18.0%	13.1%	15.0%
			Remains same	29.2%	29.7%	29.5%
			Increases	52.8%	57.2%	55.6%
		ICS--Graduation to Post Grad.	Decreases	28.6%	30.9%	30.1%
			Remains same	38.1%	48.1%	44.7%
			Increases	33.3%	21.0%	25.2%
E214	EQ51	Union activities at Entry		$\bar{x}$ = 2.19	2.48	2.36
G127	GS31	at Graduation		$\bar{x}$ = 2.77	2.90	2.84
PG73	PGS11	Post Graduation		$\bar{x}$ = 2.53	2.68	2.62
		ICS--Entry to Graduation	Decreases	15.7%	20.1%	18.5%
			Remains same	37.1%	36.1%	36.5%
			Increases	47.2%	43.8%	45.1%
		ICS--Graduation to Post Grad.	Decreases	37.2%	30.9%	33.1%
			Remains same	27.9%	38.3%	34.7%
			Increases	34.9%	30.9%	32.3%
E215	EQ52	Belongs to nursing organization at Entry		24.6%	52.7%	40.8%
G128	GS32	at Graduation		41.3%	64.5%	54.6%
PG74	PGS12	Post Graduation		56.3%	62.3%	59.8%
		ICS--Entry to Graduation	Membership lapsed	2.2%	6.9%	5.1%
			Remains same	66.3%	75.2%	71.8%
			Became member	31.5%	17.9%	23.1%
		ICS--Graduation to Post Grad.	Membership lapsed	4.7%	8.6%	7.3%
			Remains same	86.0%	86.4%	86.3%
			Became member	9.3%	4.9%	6.5%

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Table
		Interest in various professional activities (Cont.):				
E216	EQ53	Served on committee or held office in org.	at Entry	7.1%	15.4%	11.9%
G129	GS33		at Graduation	11.7%	20.7%	16.9%
PG75	PGS13		Post Grad.	16.5%	24.5%	21.2%
		ICS--Entry to Graduation	Became less active	2.2%	6.9%	5.1%
			Remains same	89.9%	77.9%	82.5%
			Became more active	7.9%	15.2%	12.4%
		ICS--Graduation to Post Grad.	Became less active	2.3%	3.7%	3.2%
			Remains same	88.4%	85.2%	86.3%
			Became more active	9.3%	11.1%	10.5%
		G. Entry Questionnaire and Second Year Questionnaire (combined n=1137) and Post Graduation Survey (n=613)				
E77	EQ23 SYS13	Type position prior to Entry:		(n=471)	(n=666)	(n=1137)
		Aide, LVN, Grad. Nurse		16.3%	1.0%	7.4%
		Staff Nurse, Charge Nurse		73.1%	79.0%	76.5%
		Office/Clinic RN		1.3%	5.1%	3.5%
		Head Nurse, Supervisor, Director		7.2%	9.4%	8.5%
		Nurse Practitioner		0.0%	1.4%	.8%
		Teaching, Research		1.7%	2.4%	2.1%
		Other		.4%	1.7%	1.2%
PG43	PGS7	Type position after Graduation:		(n=266)	(n=347)	(n=613)
		Staff Nurse, Charge Nurse		56.4%	48.4%	51.8%
		Office/Clinic Nurse		2.6%	2.9%	2.8%
		Head Nurse, Supervisor, Director		20.7%	15.9%	17.9%
		Community Health, School, Occ. Health		6.8%	9.5%	8.3%
		Nurse Practitioner		5.6%	16.1%	11.6%
		Teaching, Research		7.9%	6.9%	7.3%
		Other		0.0%	.3%	.2%
		ICS*--Changed type position		43.4%	49.7%	47.1%
E78	EQ23 SYS13	Work Setting before Entry:				
		Acute Care Hospital		87.0%	82.8%	84.5%
		Long Term Care		7.5%	4.2%	5.6%
		Ambulatory-Clinic		2.8%	5.3%	4.2%
		Ambulatory-Community Outreach		1.5%	4.7%	3.4%
		Educational Institution		1.1%	2.0%	1.6%
		Other		.2%	1.1%	.7%
PG44	PGS7	Work Setting after Graduation:				
		Acute Care Hospital		71.0%	57.7%	63.4%
		Long Term Care		5.0%	4.6%	4.8%
		Ambulatory-Clinic		5.7%	9.3%	7.7%
		Ambulatory-Community Outreach		10.3%	18.0%	14.7%
		Educational Institution		7.3%	7.8%	7.6%
		Other		.8%	2.6%	1.9%
		ICS--Changed type of Work Setting		34.5%	43.2%	39.7%
E79	EQ23 SYS13	Level of Responsibility (1=low, 5=high) at Entry	$\bar{x}$ =	2.32	2.62	2.50
PG45	PGS7	after Grad.	$\bar{x}$ =	3.04	3.16	3.11
		Difference		(+.72)	(+.54)	(+.61)
		ICS--Responsibility level	Decreases	9.8%	21.5%	16.7%
			Remains same	41.1%	36.2%	38.2%
			Increases	49.1%	42.3%	45.1%
			$\bar{x}$ change =	.61	.34	.45

*ICS--Longitudinal data (2 + 2 n=112) (Upper 2 n=163) (Total n=275)

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES	2 + 2	Upper 2	Total
			(n=116)	(n=172)	(n=288)
E81	EQ23 SYS13	Hourly salary, longitudinal sample at Entry	$5.88	$6.59	$6.30
PG46	PGS7	after Graduation	$7.72	$9.46	$8.73
		ICS--Change in hourly salary	$1.84	$2.87	$2.43

H. Graduation Survey (n=533) to Post Graduation Survey (n=680)

		Effect of B.S. program on: (1=Strong negative; 5=Strong positive)			
G40	GS19	Overall competency in nursing at Graduation	$\bar{x}$ = 4.2	4.2	4.2
PG18	PGS4	Post Graduation	$\bar{x}$ = 4.5	4.3	4.4
		Difference	(+.3)	(+.1)	(+.2)
		ICS*-- Decreases	14.4%	17.6%	16.4%
		Remains same	55.5%	65.4%	61.4%
		Increases	30.6%	17.0%	22.2%
G41	GS19	Acquisition of knowledge at Graduation	$\bar{x}$ = 4.0	4.1	4.0
PG19	PGS4	Post Graduation	$\bar{x}$ = 4.2	4.1	4.1
		Difference	(+.2)	(0)	(+.1)
		ICS-- Decreases	12.4%	23.0%	18.9%
		Remains same	60.2%	56.2%	57.7%
		Increases	27.4%	20.8%	23.4%
G42	GS19	Nursing career options at Graduation	$\bar{x}$ = 4.3	4.3	4.3
PG20	PGS4	Post Graduation	$\bar{x}$ = 4.5	4.4	4.4
		Difference	(+.2)	(+.1)	(+.1)
		ICS-- Decreases	11.5%	18.1%	15.5%
		Remains same	53.1%	59.3%	56.9%
		Increases	35.4%	22.6%	27.6%
		Ability to maintain constructive relationship with:			
G43	GS19	Patients/clients at Graduation	$\bar{x}$ = 4.1	4.1	4.1
PG21	PGS4	Post Graduation	$\bar{x}$ = 4.3	4.2	4.2
		Difference	(+.2)	(+.1)	(+.1)
		ICS-- Decreases	16.1%	20.3%	18.7%
		Remains same	45.5%	54.4%	51.0%
		Increases	38.4%	25.3%	30.3%
G44	GS19	Colleagues and/or co-workers at Graduation	$\bar{x}$ = 4.2	4.1	4.1
PG22	PGS4	Post Graduation	$\bar{x}$ = 4.3	4.2	4.3
		Difference	(+.1)	(+.1)	(+.2)
		ICS-- Decreases	18.6%	19.2%	19.0%
		Remains same	47.8%	51.6%	50.2%
		Increases	33.6%	29.1%	30.8%
G45	GS19	Supervisors and Superiors at Graduation	$\bar{x}$ = 4.2	4.1	4.1
PG23	PGS4	Post Graduation	$\bar{x}$ = 4.3	4.2	4.3
		Difference	(+.1)	(+.1)	(+.2)
		ICS-- Decreases	23.9%	13.7%	17.6%
		Remains same	48.7%	55.2%	52.7%
		Increases	27.4%	31.1%	29.7%

*ICS--Longitudinal data (2 + 2 n=113) (Upper 2 n=183) (Total n=296)

INSTRUMENT & VARIABLE NAME	Q#	VARIABLE AND RESPONSE CATEGORIES		2 + 2	Upper 2	Total
		Ability to maintain constructive relations with: (Cont.)				
G46	GS19	Those supervised at Graduation	$\bar{x}$ =	4.2	4.1	4.2
PG24	PGS4	Post Graduation	$\bar{x}$ =	4.3	4.2	4.3
			Difference	(+.1)	(+.1)	(+.1)
		ICS--	Decreases	16.1%	16.9%	16.6%
			Remains same	56.3%	59.6%	59.3%
			Increases	27.7%	23.6%	25.2%
G47	GS19	People in general at Graduation	$\bar{x}$ =	4.1	4.1	4.1
PG25	PGS4	Post Graduation	$\bar{x}$ =	4.2	4.1	4.2
			Difference	(+.1)	(0)	(+.1)
		ICS--	Decreases	24.1%	23.8%	23.9%
			Remains same	52.7%	49.7%	50.9%
			Increases	23.2%	26.5%	25.3%
G48	GS19	Own self-confidence at Graduation	$\bar{x}$ =	4.2	4.3	4.3
PG26	PGS4	Post Graduation	$\bar{x}$ =	4.4	4.4	4.4
			Difference	(+.2)	(+.1)	(+.1)
		ICS--	Decreases	19.6%	21.1%	20.5%
			Remains same	50.0%	53.3%	52.1%
			Increases	30.4%	25.6%	27.4%
G49	GS19	Commitment to nursing at Graduation	$\bar{x}$ =	4.0	3.8	3.9
PG27	PGS4	Post Graduation	$\bar{x}$ =	4.2	4.0	4.1
			Difference	(+.2)	(+.2)	(+.2)
		ICS--	Decreases	24.8%	21.9%	23.0%
			Remains same	46.0%	56.3%	52.4%
			Increases	29.2%	21.9%	24.7%
G50	GS19	Opportunities for advancement in health field at Grad.	$\bar{x}$ =	4.3	4.2	4.3
PG28	PGS4	Post Grad.	$\bar{x}$ =	4.6	4.4	4.5
			Difference	(+.3)	(+.2)	(+.2)
		ICS--	Decreases	14.3%	18.1%	16.7%
			Remains same	58.9%	56.6%	57.5%
			Increases	26.8%	25.3%	25.9%
G51	GS19	Self-awareness/actualization at Graduation	$\bar{x}$ =	4.2	4.3	4.3
PG29	PGS4	Post Graduation	$\bar{x}$ =	4.3	4.3	4.3
			Difference	(+.1)	(0)	(0)
		ICS--	Decreases	22.1%	21.3%	21.6%
			Remains same	55.8%	60.7%	58.8%
			Increases	22.1%	18.0%	19.6%
G52	GS19	Potential for leadership at Graduation	$\bar{x}$ =	4.3	4.3	4.3
PG30	PGS4	Post Graduation	$\bar{x}$ =	4.5	4.4	4.4
			Difference	(+.2)	(+.1)	(+.1)
		ICS--	Decreases	17.7%	16.9%	17.2%
			Remains same	52.2%	58.5%	56.1%
			Increases	30.1%	24.6%	26.7%

III. Composite Variables

A. Background variables

SES--socio-economic status of student's family was created by adding together responses on the following variables:

Q#		
EQ1	E1	Father's education (range 1-9) multiplied by 2
EQ1	E2	Mother's education (range 1-9)
EQ2	E3	Father's occupation (range 1-7) multiplied by 2
EQ3	E5	Family income (range 1-7) multiplied by 3

The possible range on the composite scale is 8-62.

Some pertinent descriptive statistics on SES:

	2 + 2	Upper 2	Total
Mean	27.7	28.2	28.0
s.d.	10.3	10.7	10.5
actual range	10-58	8-59	8-59
n	(315)	(412)	(727)

EXPBR--is a measure of the amount and diversity of students' prior life experiences such as geographic mobility, education, familial responsibilities and work experiences. The scale was created by adding together responses on the following variables:

			range
EADS	V5	Location of prior RN program	1-7
	V11	Any other post-secondary education	1-2
	V17	Placement of post-secondary education	1-3
	V18	Pattern of post-secondary education	1-7
	V20	Location other post-secondary education	0-5
	Yrscol	Years between RN and entry into second step program	0-4
	Agecol	Age (in categories)	1-5
EQ21	Expcol	Amount of previous RN work experience	0-4
EQ5	E7	Marital status	1-3
EQ6	E8	Number of children	0-3
EQ23	E79	Responsibility of most recent job	1-5
EQ32	E135	When decided to get BSN	1-3

The possible range on the composite scale is 8-51; its reliability using Cronbach's alpha = .89.

	2 + 2	Upper 2	Total
Mean	17.3	28.7	23.7
s.d.	7.1	6.7	8.9
actual range	8-42	12-48	8-48
n	(292)	(378)	(670)

WORKEXP--total months prior RN work experience (part-time experience was multiplied by .5)

INPEXP--total months prior RN work experience in an in-patient setting (part-time mult. by .5)

OUTPEXP--total months prior RN work experience in an out-patient setting (part-time mult. by .5)

SUPVEXP--total months prior RN work experience in a supervisory capacity (part-time mult. by .5)

Some pertinent descriptive statistics on these variables (responses from the Entry Questionnaire and the Second Year Survey combined):

			2 + 2	Upper 2	Total
EQ21b SYS12b	WORKEXP	Mean # of months	24.4	69.0	50.2
		s.d.	36.1	60.3	56.0
		range	0-252	0-433	0-433
		% w/no exp.	20.0%	2.8%	10.0%
		n	(446)	(611)	(1057)
	INPEXP	Mean # of months	21.4	55.0	40.8
		s.d.	30.8	46.9	44.1
		range	0-252	0-312	0-312
		% w/no exp.	21.0%	4.7%	11.6%
		n	(448)	(617)	(1065)
	OUTPEXP	Mean # of months	2.7	12.6	8.4
		s.d.	12.6	32.8	26.7
		range	0-144	0-282	0-282
		% w/no exp.	89.9%	68.5%	77.6%
		n	(485)	(658)	(1143)

Q#			2 + 2	Upper 2	Total
	SUPVEXP	Mean # of months	3.4	7.6	5.8
		s.d.	15.0	20.0	18.2
		range	0-220	0-144	0-220
		% w/no exp.	86.0%	73.6%	78.9%
		n	(487)	(664)	(1151)

BAL--is a measure of the amount of balancing that students must do amongst school, work and family pressures. It was created by adding together responses on the following variables:

			range
EQ5	E7	Marital status	1-3
EQ6	E8	Number of children at home	0-3
EQ6a	E9	Age of youngest child at home	0-3
EQ24	E84	# of hours employed for pay	1-4
EQ25	E85	Part-time or full-time student	1-3
FYS3	FY3	Commuting time to campus	0-3

The possible range on the composite scale is 3-19 with the high end representing the greatest amount of "balancing."

	2 + 2	Upper 2	Total
Mean	8.7	9.9	9.4
s.d.	2.9	3.0	3.0
actual range	5-17	4-17	4-17
n	(244)	(301)	(545)

B. Attitudes toward nursing

EXTRIN--which measures the importance of extrinsic rewards in choosing a nursing career, was created by adding together student responses to the following variables, all having a range of 1-5.

EQ27	E88	Chose nursing--respected occupation
	E89	--provides opportunity for advancement
	E90	--to avoid high pressure
	E96	--secure future
	E97	--high income
	E98	--relatively free of supervision by others
	E100	--allows time for other interests

The possible range--7-35; Cronbach's alpha = .65

	2 + 2	Upper 2	Total
Mean	20.65	19.34	19.90
s.d.	4.29	4.54	4.48
actual range	8-33	7-31	7-33
n	(337)	(454)	(791)

INTRIN--which measures the importance of intrinsic rewards in choosing a career in nursing, was created by adding together student responses on the following variables, all having a range of 1-5.

EQ27	E91	Chose nursing--fits my abilities
	E92	--fits my interests
	E93	--chance for leadership
	E94	--chance to help others
	E95	--allows me to be creative
	E99	--deals with people not things
	E101	--chance to bring about changes

The possible range--7-35; Cronbach's alpha = .74

	2 + 2	Upper 2	Total
Mean	28.56	26.93	27.63
s.d.	3.93	4.67	4.44
actual range	15-35	7-35	7-35
n	(338)	(456)	(794)

COMPT--a measure of self-perceived competence in the nursing process, various intellectual activities related to nursing and in performing various nursing roles. The scale created from Graduation Survey variables is called COMPTG. Both are simple additive scales; each item had a range of 1=Not competent to 5-Very competent.

Q#		
EQ31,GS28	E130, G103	Competence in data collection
	E131, G104	assessment
	E132, G105	planning
	E133, G106	intervention
	E134, G107	evaluation
EQ39,GS35	E163, G132	Knowledge of facts and specific information
	E164, G133	general principles/theories
	E165, G134	Ability to analyze/evaluate books, articles
	E166, G135	apply knowledge outside class
	E167, G136	Understanding nursing methods
	E168, G137	Ability to communicate knowledge to others
EQ50,GS23	E200, G67	Competence as a team member
	E201, G68	team leader
	E202, G69	consultant
	E203, G70	individual practitioner
	E204, G71	teacher
	E205, G72	administrator/planner
	E206, G73	researcher

Possible range 18-90; Cronbach's alpha = .86 for both entry and graduation scales

		2 + 2	Upper 2	Total
COMPT	Mean	63.98	62.86	63.33
	s.d.	8.53	9.22	8.95
	actual range	41-86	31-90	31-90
	n	(328)	(448)	(776)
COMPTG	Mean	71.02	73.24	72.29
	s.d.	7.63	7.46	7.61
	actual range	45-88	42-89	42-89
	n	(218)	(291)	(509)
ICS--	Mean change	+9.14	+10.44	+9.95
	n	(83)	(136)	(219)

COMMIT--a measure of personal commitment to the nursing profession. The scale created from graduation variables is called COMITG and does not include the first variable listed below. The range on the first item is 1=Somewhat tentative to 3=Very definite; all the rest are 1=Low to 5=High. To make the two scales comparable, the sum of the responses on the graduation variables are multiplied by 1.0857, making the possible range on each scale 8-38.

EQ26	E87	How definite is your choice of nursing as a profession?
EQ51,GS31	E207, G120	Interest in belonging to nursing organizations
	E208, G121	Interest in reading nursing journals
	E209, G122	Interest in attending nursing meetings, workshops
	E212, G125	Interest in being a resource to other nurses
EQ56,GS34	E219, G130	Personal stake in nursing identity
EQ57,GS29	E229, G117	Satisfaction from learning and using new ideas
EQ59,GS39	E273, G191	Expected importance of career in life after college

Cronbach's alpha (COMMIT) = .66; (COMITG) = .71

		2 + 2	UPPER 2	TOTAL
COMMIT	Mean	31.04	29.22	29.99
	s.d.	3.68	4.27	4.12
	actual range	18-38	17-38	17-38
	n	(332)	(453)	(785)
COMITG	Mean	32.07	30.04	30.91
	s.d.	3.59	4.79	4.43
	actual range	20-38	13-38	13-38
	n	(222)	(298)	(520)
ICS--	Mean change	+.94	+1.05	+1.01
	n	(86)	(140)	(226)

PROFIND--is a measure of interest in various professional activities. Identical measures were also created from graduation variables (PROFING) and post-graduation variables (PROFPG). All items have a range of 1=Little or no interest to 5=Much interest. Possible range on all three scales is 7-35.

Q#		
EQ51,GS31, PG11	E207, G120, PG66	Belonging to nursing organizations
	E208, G121, PG67	Reading nursing journals
	E209, G122, PG68	Attending nursing meetings, workshops
	E210, G123, PG69	Doing nursing or health care research
	E211, G124, PG70	Writing articles related to nursing or health
	E212, G125, PG71	Being a resource person to other nurses
	E213, G126, PG72	Being a leader or coordinator in nursing

Cronbach's alpha (PROFIND) = .74; (PROFING) = .79; (PROFPG) = .80

		2 + 2	Upper 2	Total
PROFIND	Mean	23.82	22.59	23.11
	s.d.	4.82	5.12	5.03
	actual range	8-35	7-35	7-35
	n	(339)	(459)	(798)
PROFING	Mean	26.33	25.05	25.59
	s.d.	4.52	5.64	5.23
	actual range	11-35	7-35	7-35
	n	(221)	(301)	(522)
PROFPG	Mean	26.17	24.91	25.43
	s.d.	4.85	5.66	5.37
	actual range	7-35	7-35	7-35
	n	(276)	(390)	(666)
ICS--Entry to Graduation	Mean change	+2.87	+2.95	+2.92
	n	(87)	(142)	(229)
ICS--Graduation to Post Grad.	Mean change	+1.30	-.32	+.24
	n	(43)	(81)	(124)

C. Program evaluation variables

EVALBS--measures the perceived effect of a student's second step education on a variety of personal and professional attributes. An identical measure (EFFBSN) was created from responses to items on the Post-Graduation Survey. All items have a range of 1=Strong negative effect to 5=Strong positive effect. The possible range on both scales is 13-65.

GS19,PGS4	G40, PG18	Overall competence in nursing role(s)
	G41, PG19	Acquisition of knowledge/skills
	G42, PG20	Number of nursing career options
		Ability to maintain constructive relationships with:
	G43, PG21	Patients/clients
	G44, PG22	Colleagues/co-workers
	G45, PG23	Supervisors
	G46, PG24	Those supervised
	G47, PG25	People in general
	G48, PG26	Self-confidence, self-esteem
	G49, PG27	Commitment to nursing profession
	G50, PG28	Opportunities for advancement
	G51, PG29	Self-awareness, self-actualization
	G52, PG30	Potential for leadership

Cronback's alpha (EVALBS) = .89; (EFFBSN) = .92

		2 + 2	Upper 2	Total
EVALBS	Mean	54.26	54.19	54.22
	s.d.	5.95	6.57	6.30
	actual range	29-65	36-65	29-65
	n	(218)	(283)	(501)
EFFBSN	mean	56.58	55.39	55.90
	s.d.	5.33	7.74	6.84
	actual range	38-65	13.65	13-65
	n	(274)	(370)	(644)
ICS--	Mean change	+3.69	+3.07	+3.12
	n	(110)	(169)	(279)

COMPJOB--is a measure of the perceived improvement of the graduate's current post-graduation position over the one held prior to entry into the second step program. All variables have a range of 1=Much more in previous job to 5=Much more in current job. To keep the scale consistent, responses on PG58 were reversed. The possible range on the scale is 10-50.

Q#		
PGS10	PG56	Educational qualifications required
	PG57	Knowledge and skills required
	PG58	Amount of supervision received
	PG59	Amount of supervision provided
	PG60	Degree of autonomy
	PG61	Job security
	PG62	Status connected w/position
	PG63	Potential for increased earnings
	PG64	Potential for professional advancement
	PG65	Amount of personal satisfaction derived

Cronbach's alpha = .86

		2 + 2	Upper 2	Total
COMPJOB	Mean	38.60	37.07	37.74
	s.d.	6.07	7.31	6.84
	range	18-50	12-50	12-50
	n=	(246)	(319)	(565)

D. "Outcome" variables--Longitudinal Sample only

GRAD--status of all students who began in Fall 1978 as of January 1981

		2 + 2	Upper 2	Total
GRAD	Graduated	75.3%	54.9%	62.9%
	Still enrolled	17.1%	37.4%	29.5%
	On Leave '80-81	0	2.8%	1.7%
	Withdrew	7.6%	4.9%	5.9%
	n=	(158)	(246)	(404)

CGOALS--measures change toward the explicit goals of the program. Responses to GS40, 41 and 43 were coded as to whether the respondent mentioned various program goals negatively, at all or positively (see p. 36-7). CGOALS adds together responses on two variables:

G200--developed new perspectives on nursing
GOALS--a count of negative responses subtracted from positive responses to seven program goals

Pearson's r = .23 p < .001

		2 + 2	Upper 2	Total
CGOALS	Mean	5.04	5.02	5.03
	s.d.	1.84	1.81	1.81
	range	1-9	0-9	0-9
	n=	(82)	(136)	(218)

SUBJSUC--measures the graduates' subjective sense of accomplishment during the program and was created by adding together z-scores from four composite variables.

COMPTG--perceived competence at graduation
COMPTCH--change in competence from entry to graduation
EVALBS--program's effect on various career-related items
CGOALS--a measure of change toward the goals of the program

Z-scores were used to give each scale equal weight.
Cronbach's alpha on all individual items used in creating SUBJSUC = .89

		2 + 2	Upper 2	Total
SUBJSUC	Mean	-.04	-.04	-.04
	s.d.	2.39	3.01	2.78
	range	-7.9 to 5.8	-6.9 to 6.3	-7.9 to 6.3
	n=	(77)	(116)	(193)

ACADSUC--measures successful academic performance in the program and was created by adding together responses on two variables:

GPA--cumulative GPA categorized into quintiles
V43--faculty esteem for student--created from a listing of the most outstanding graduates as rated by each faculty member

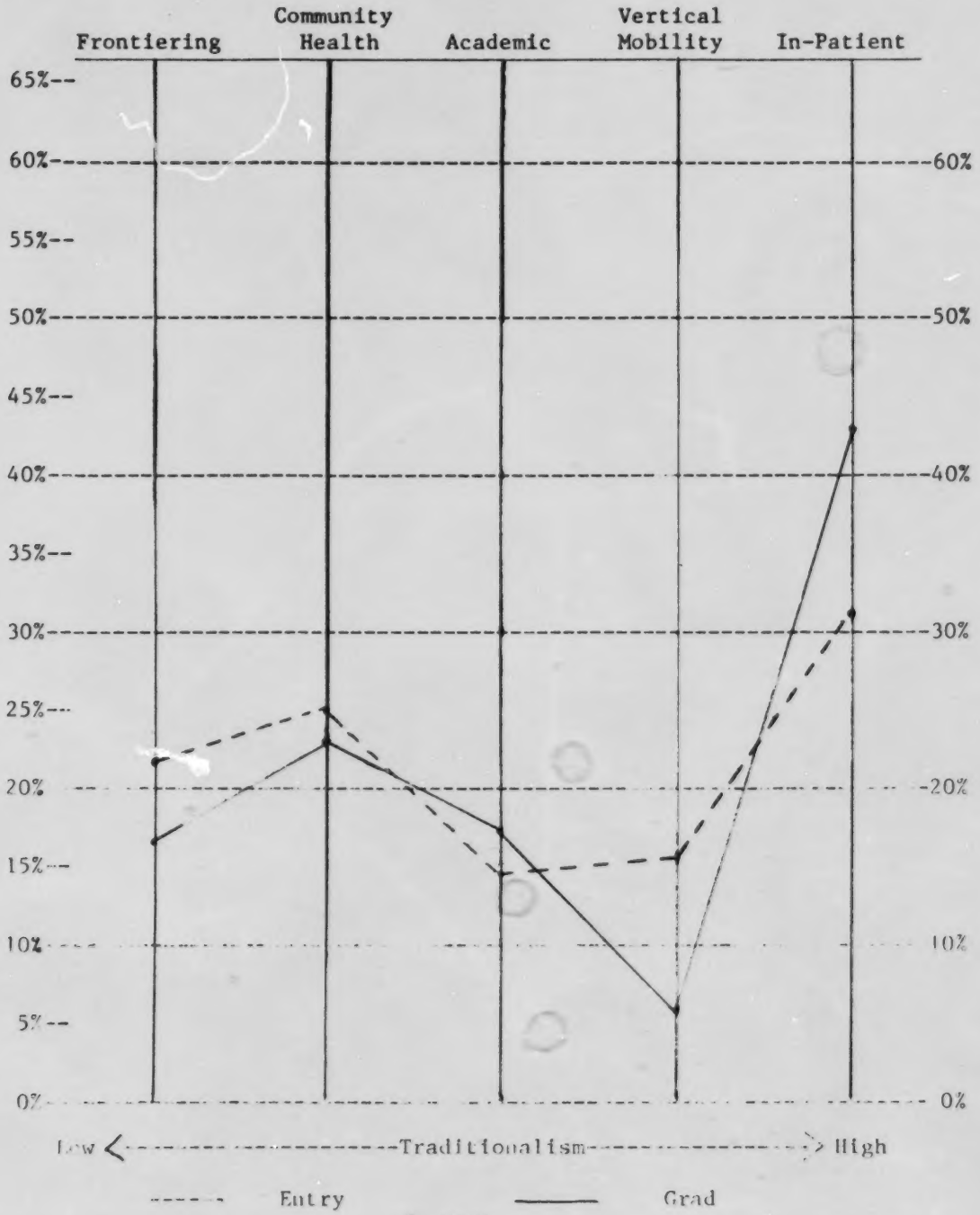
Pearson's r = .41 p < .001

		2 + 2	Upper 2	Total
ACADSUC	Mean	4.54	5.39	5.03
	s.d.	2.27	2.20	2.26
	range	2-10	2-10	2-10
	n=	(91)	(127)	(218)

TARGET SAMPLE AND RESPONSE RATES FOR VARIOUS INSTRUMENTS

				2 + 2	Upper 2	Total
I.	Faculty Sample:	part- or full-time in 1978-79	n=	41	44	85
		completed instruments	n=	34	34	68
		response rate		82.9%	77.3%	80.0%
II.	Student Sample:	cases in sample (from EADS)	n=	930	277	2207
		signed consent form	n=	655	913	1568
		overall response rate		70.4%	71.5%	71.0%
	A. Entry Packets	Target Sample	n=	398	522	920
	1. Entry Questionnaire	returned	n=	344	466	810
		response rate		86.4%	89.3%	88.0%
	2. CFI	returned	n=	301	376	677
		response rate		75.6%	72.0%	73.6%
	3. OPI	returned	n=	328	458	786
		response rate		82.4%	87.7%	85.4%
	B. NLN Achievement Tests (Entry)	Target Sample	n=	157	246	403
	1. Community Health	returned	n=	142	211	353
		response rate		90.4%	85.8%	87.6%
	2. Applied Natural Sciences	returned	n=	139	235	374
		response rate		88.5%	95.5%	92.8%
	C. Second Year Questionnaire	Target Sample	n=	192	265	457
		returned	n=	152	220	372
		response rate		79.1%	83.0%	81.4%
	D. First-Year Survey + NSEI	Target Sample	n=	312	400	712
		returned	n=	253	318	571
		response rate		81.1%	79.5%	80.2%
	E. Graduation Packets	Target Sample	n=	279	395	674
	1. Graduation Survey	returned	n=	226	306	532
		response rate		81.0%	77.5%	78.9%
	2. OPI	returned	n=	220	300	520
		response rate		78.8%	76.0%	77.2%
	F. NLN Achievement Tests (Graduation)	Target Sample	n=	268	334	602
	1. Community Health	returned	n=	245	253	498
		response rate		91.4%	75.7%	87.7%
	2. Applied Natural Sciences	returned	n=	244	249	493
		response rate		91.0%	74.6%	81.9%
	G. Post-Graduate Data	Target Sample	n=	562	593	1155
	1. Post-Graduation Survey	returned	n=	275	418	693
		response rate		48.9%	70.5%	60.0%
	2. Supervisor Rating Rating Scale	mailed	n=	221	281	502
		returned	n=	199	253	452
		response rate		90.0%	90.0%	90.0%

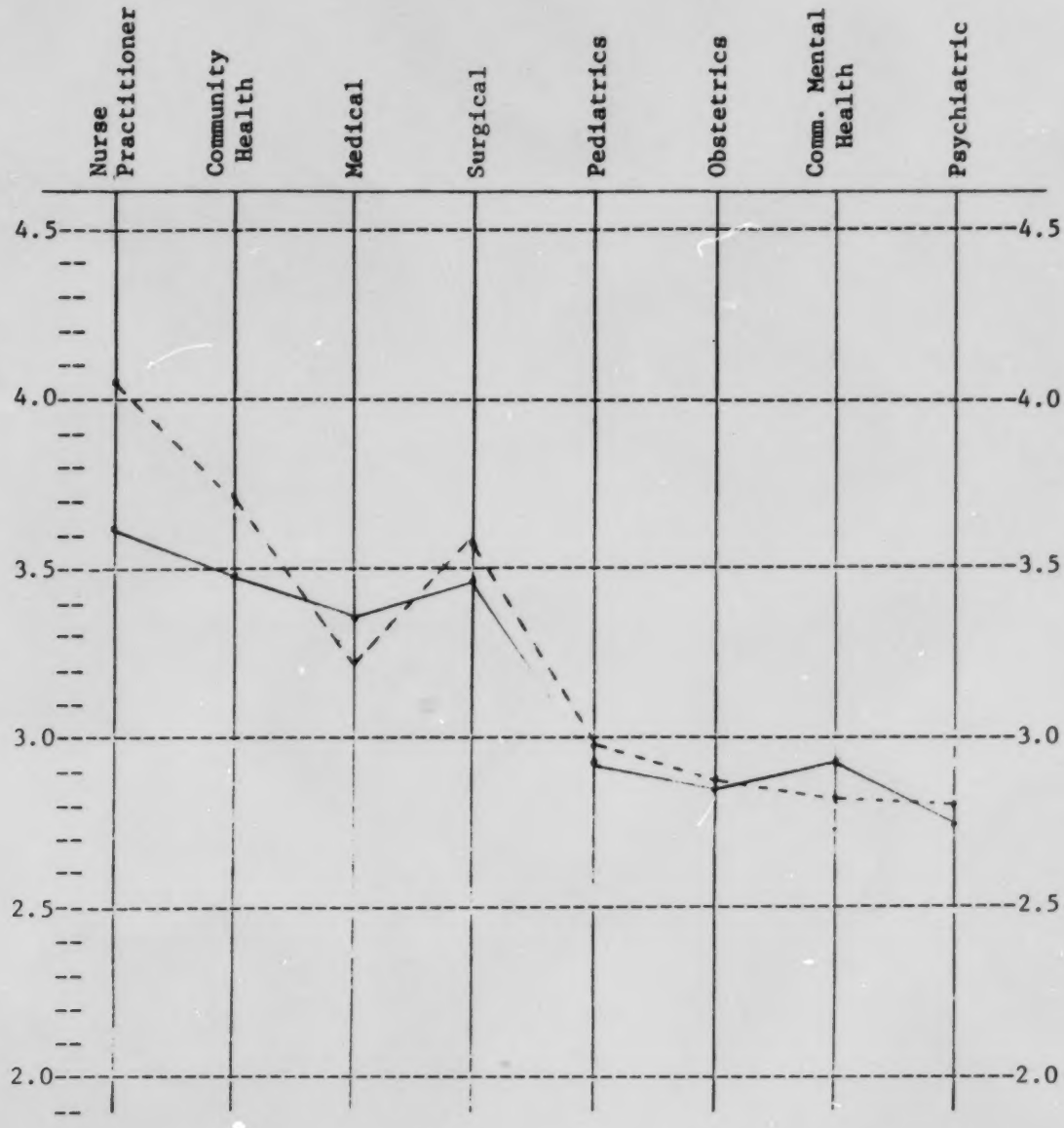
LONGITUDINAL CHANGE--PROFESSIONAL NURSING ORIENTATIONS



(n=210)

Figure 1.

LONGITUDINAL CHANGE IN IMPORTANCE OF CLINICAL AREAS



Please indicate how much interest you have in the clinical areas listed above. (1=little or none; 5=very much)

------ Entry (n=233) ——— Grad

Figure 2.

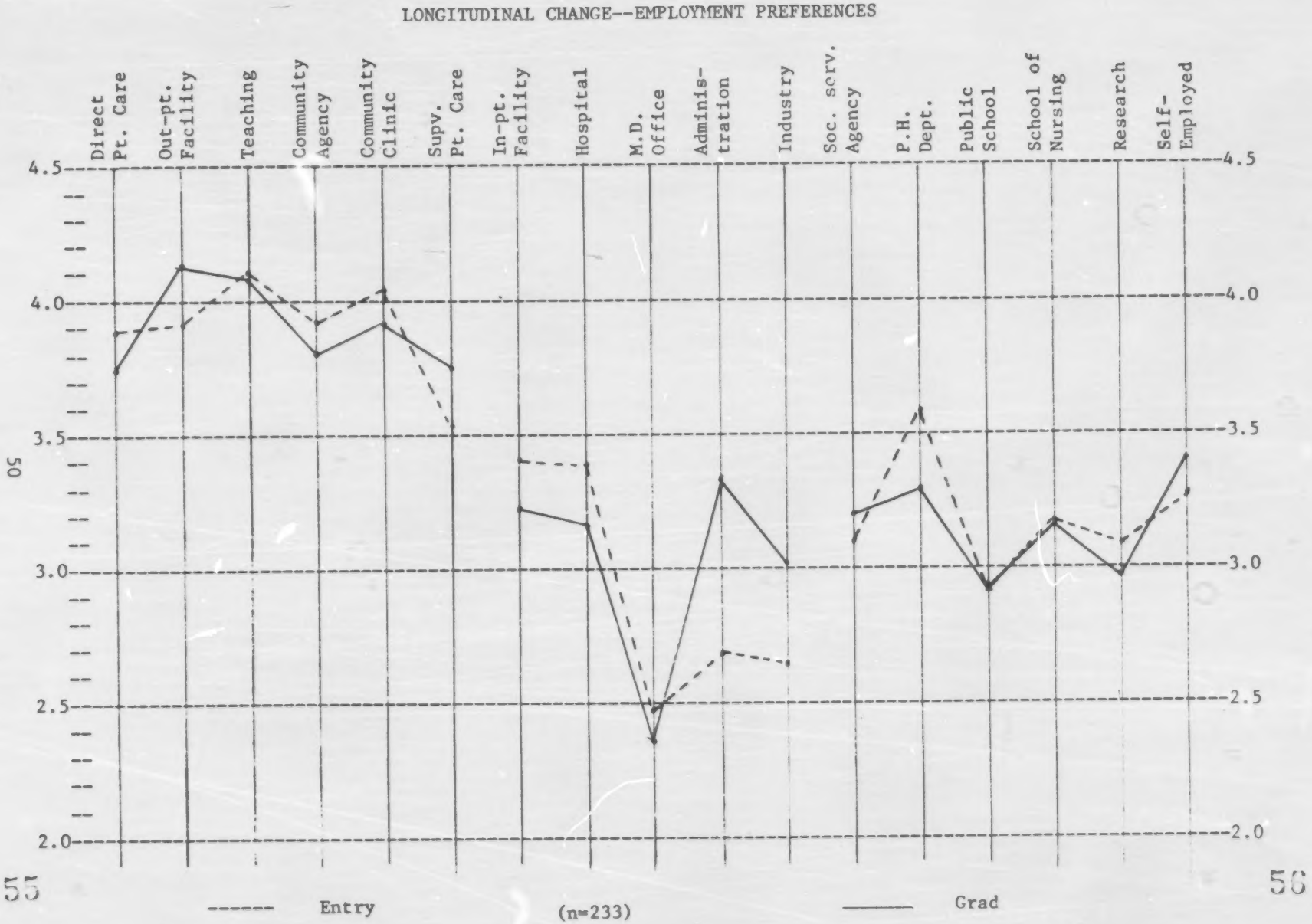

LONGITUDINAL CHANGE--EMPLOYMENT PREFERENCES
Direct Pt. Care
Out-pt. Facility
Teaching
Community Agency
Community Clinic
Supv. Pt. Care
In-pt. Facility
Hospital
M.D. Office
Administration
Industry
Soc. serv. Agency
P.H. Dept.
Public School
School of Nursing
Research
Self-Employed
4.5
4.0
3.5
3.0
2.5
2.0
50
55
56
Entry
(n=233)
Grad

Figure 3.

LONGITUDINAL CHANGE--NURSING SATISFACTIONS

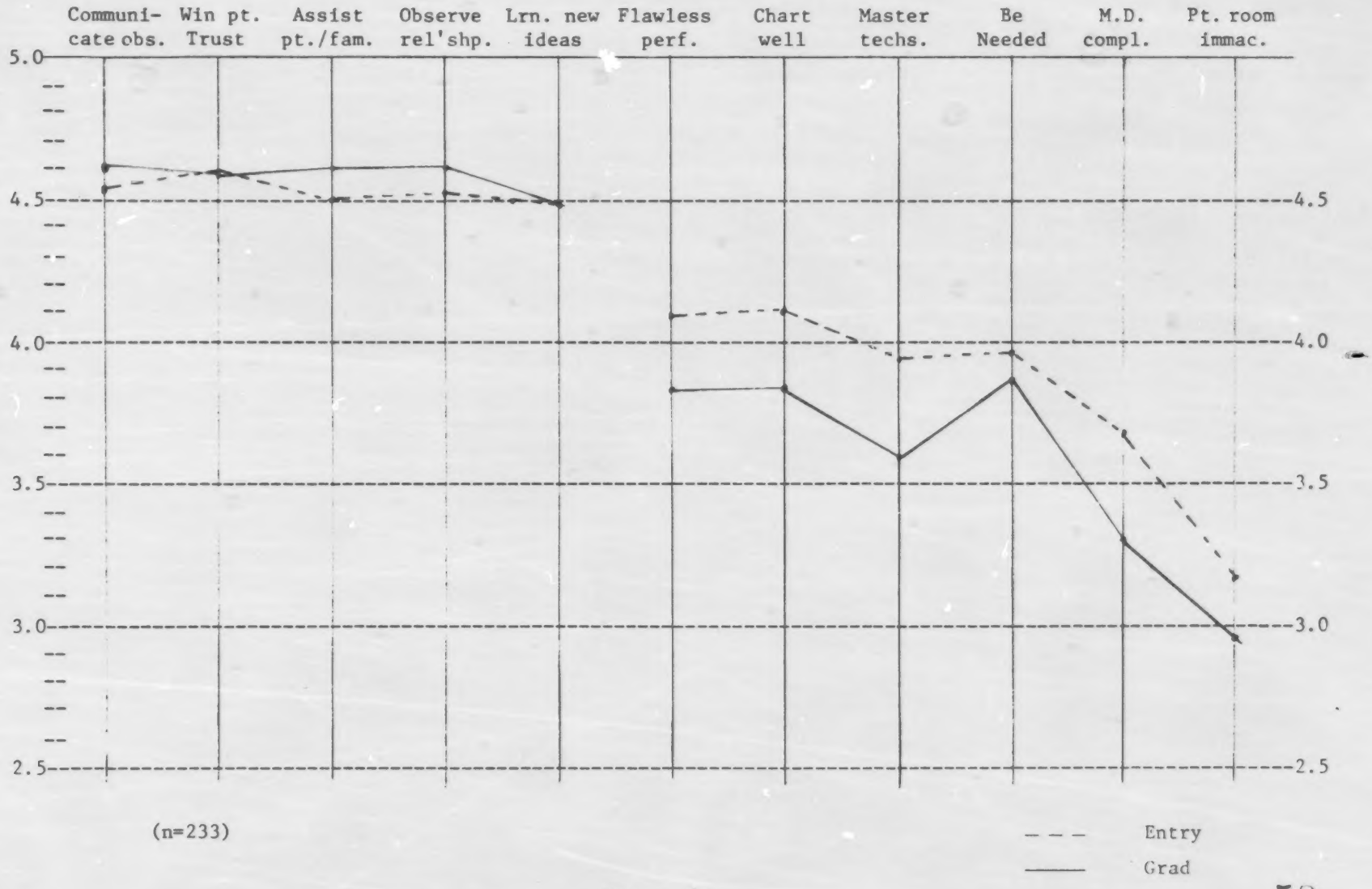
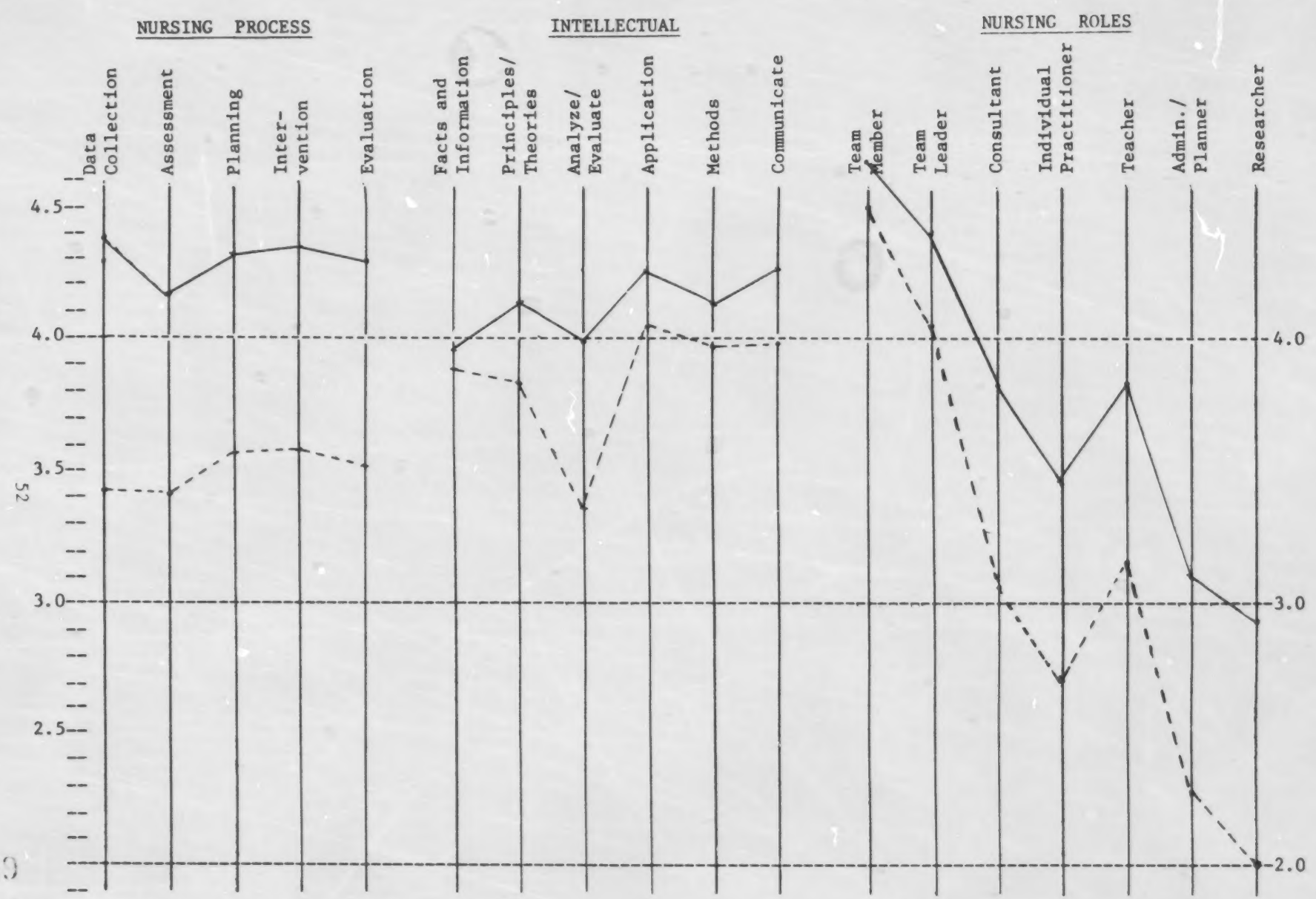
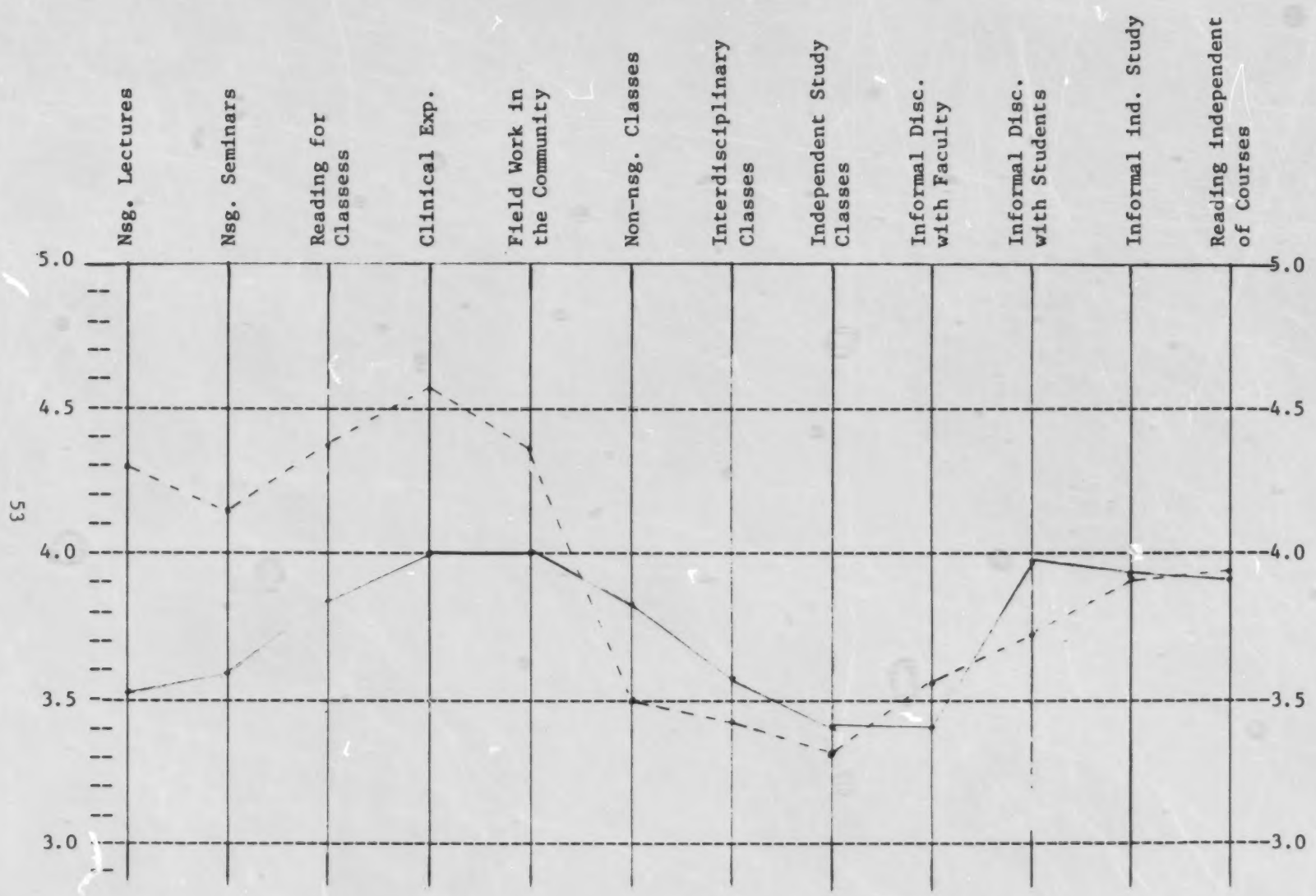


Figure 4.



LONGITUDINAL CHANGE IN SELF-PERCEIVED COMPETENCE

Figure 5.



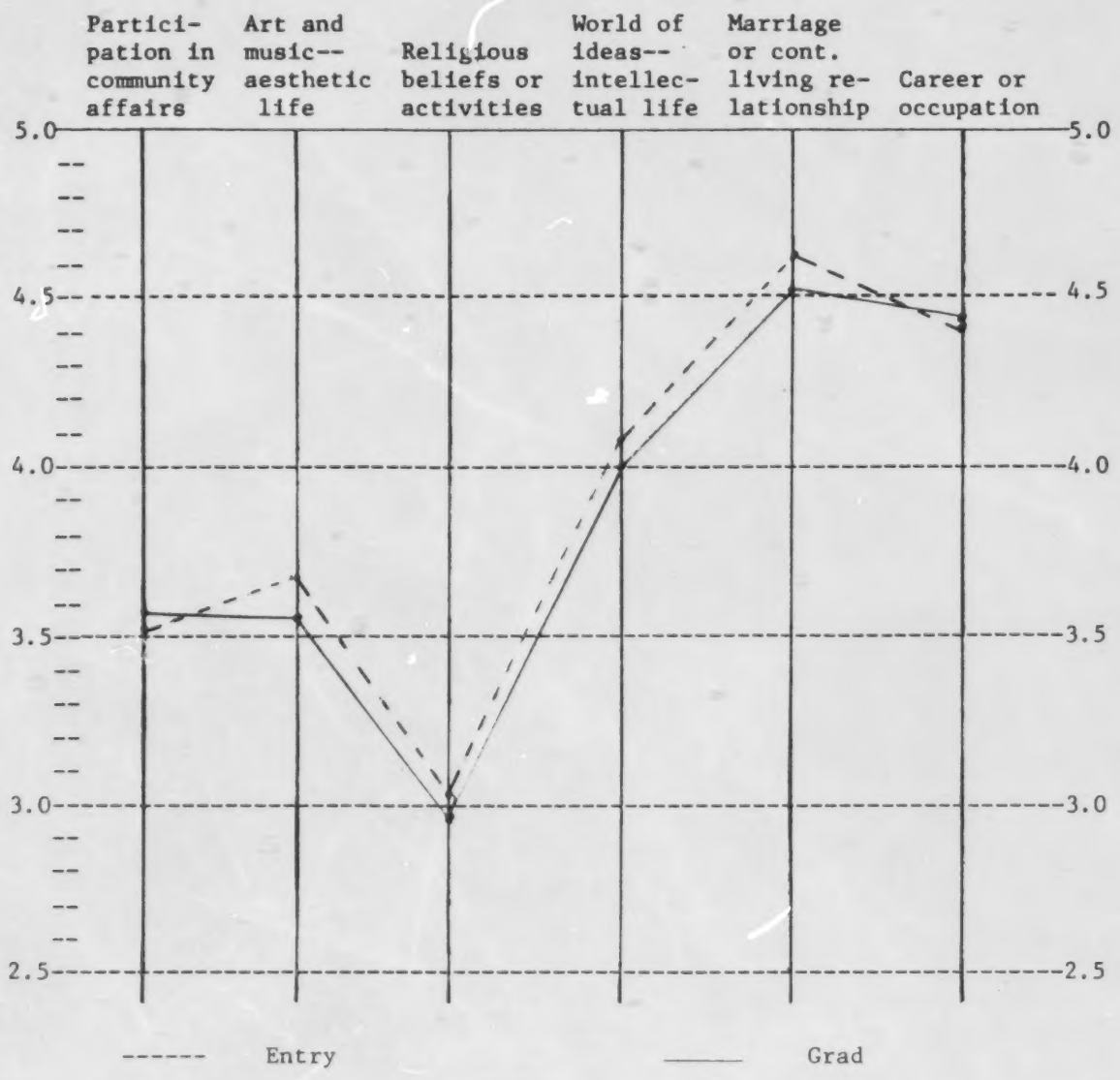
LONGITUDINAL CHANGE--IMPORTANCE OF EDUCATIONAL EXPERIENCES

----- Entry (n=233) ——— Grad

Figure 6.

LONGITUDINAL CHANGE--IMPORTANCE OF VARIOUS VALUES

When you think of your life after college, how important do you expect each of the following areas will be to you? (1=Not important; 5=Very impt.)



(n=233)

Figure 7.

83

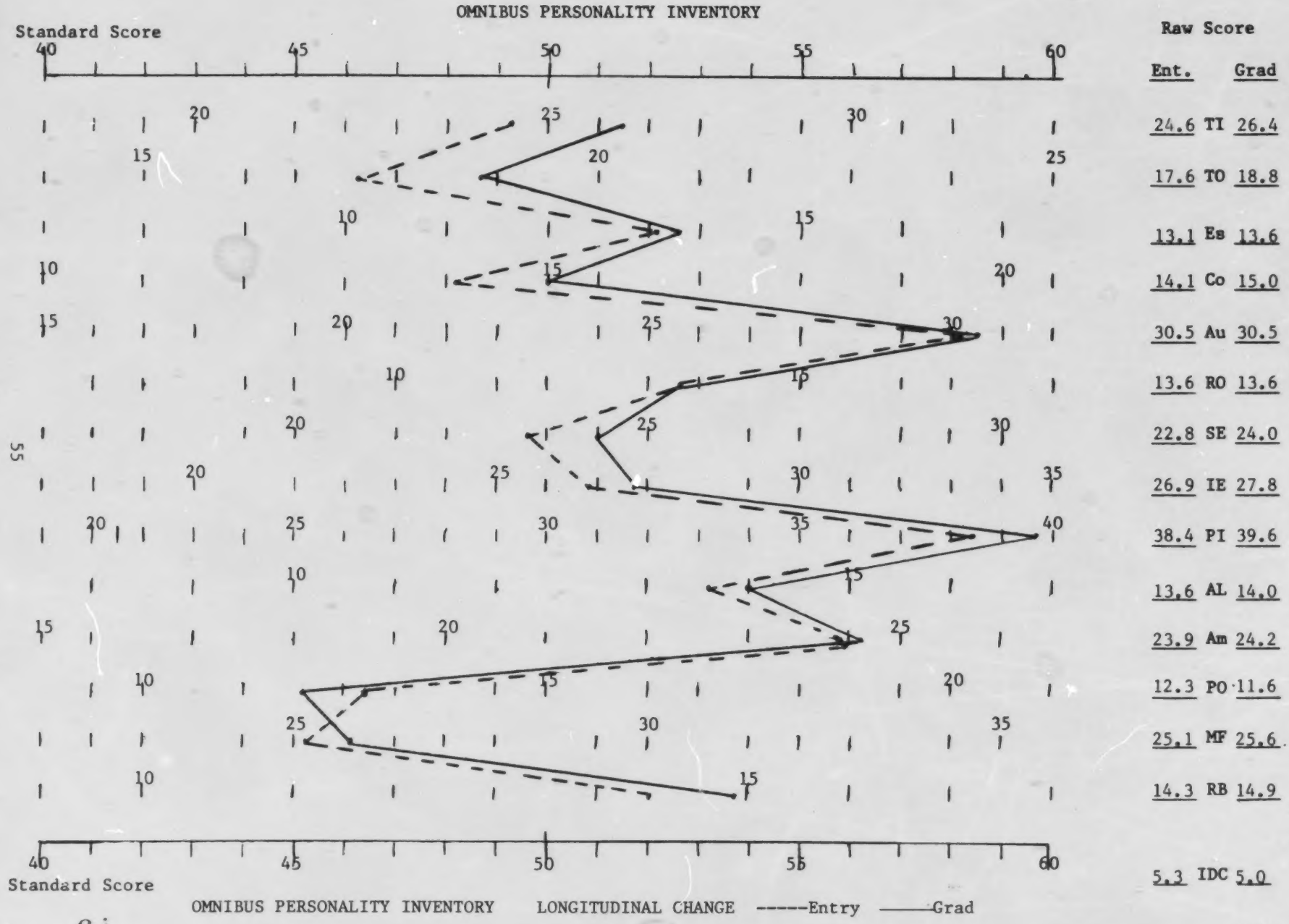
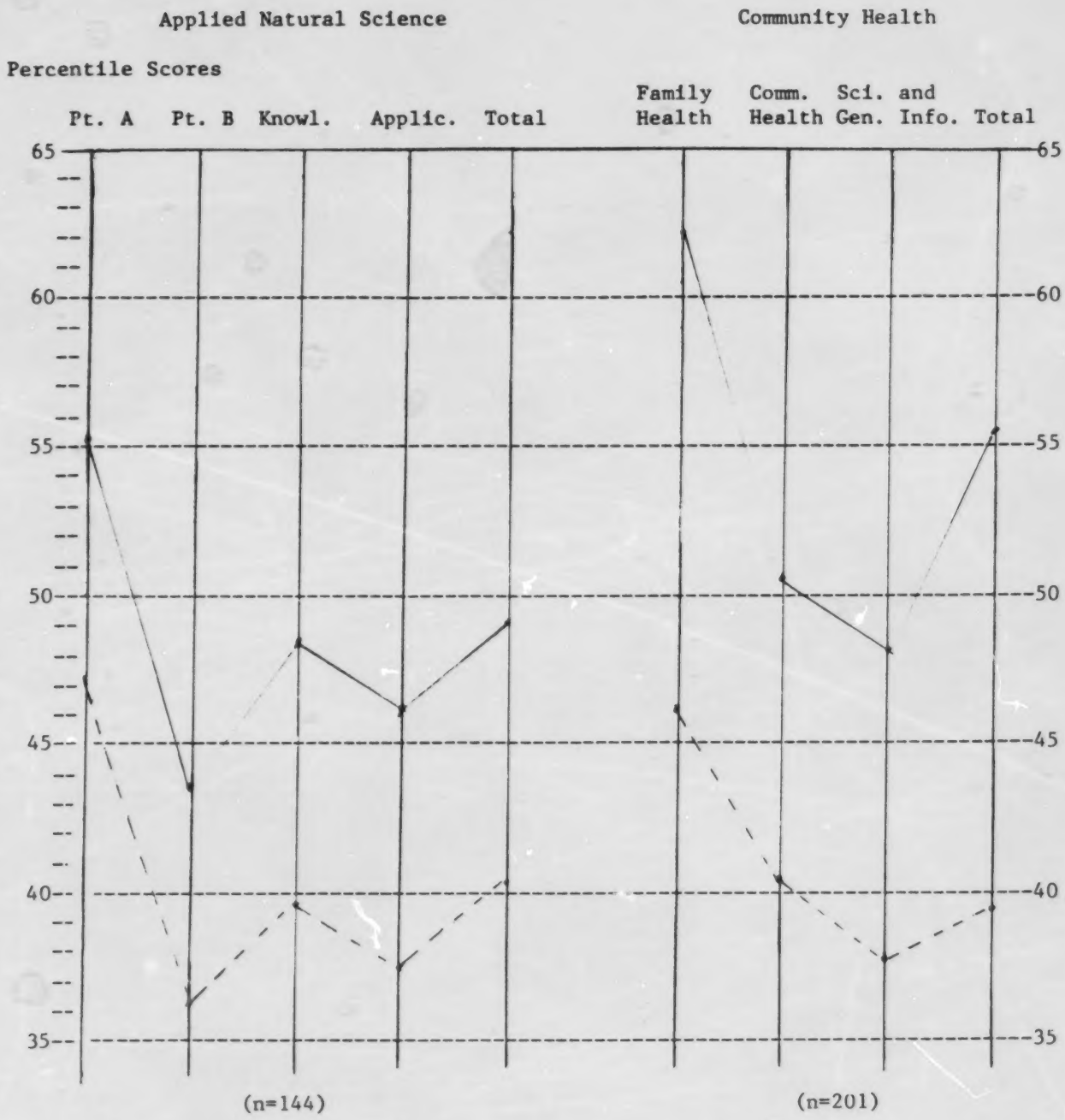

OMNIBUS PERSONALITY INVENTORY
Standard Score
40
45
50
55
60
Raw Score
Ent. Grad
24.6 TI 26.4
17.6 TO 18.8
13.1 Es 13.6
14.1 Co 15.0
30.5 Au 30.5
13.6 RO 13.6
22.8 SE 24.0
26.9 IE 27.8
38.4 PI 39.6
13.6 AL 14.0
23.9 Am 24.2
12.3 PO 11.6
25.1 MF 25.6
14.3 RB 14.9
5.3 IDC 5.0
Standard Score
OMNIBUS PERSONALITY INVENTORY LONGITUDINAL CHANGE -----Entry ——Grad

Figure 8



LONGITUDINAL CHANGE--NLN ACHIEVEMENT TESTS

-----Entry ———Grad

Figure 9.

LONGITUDINAL CHANGE--PROFESSIONAL INTERESTS

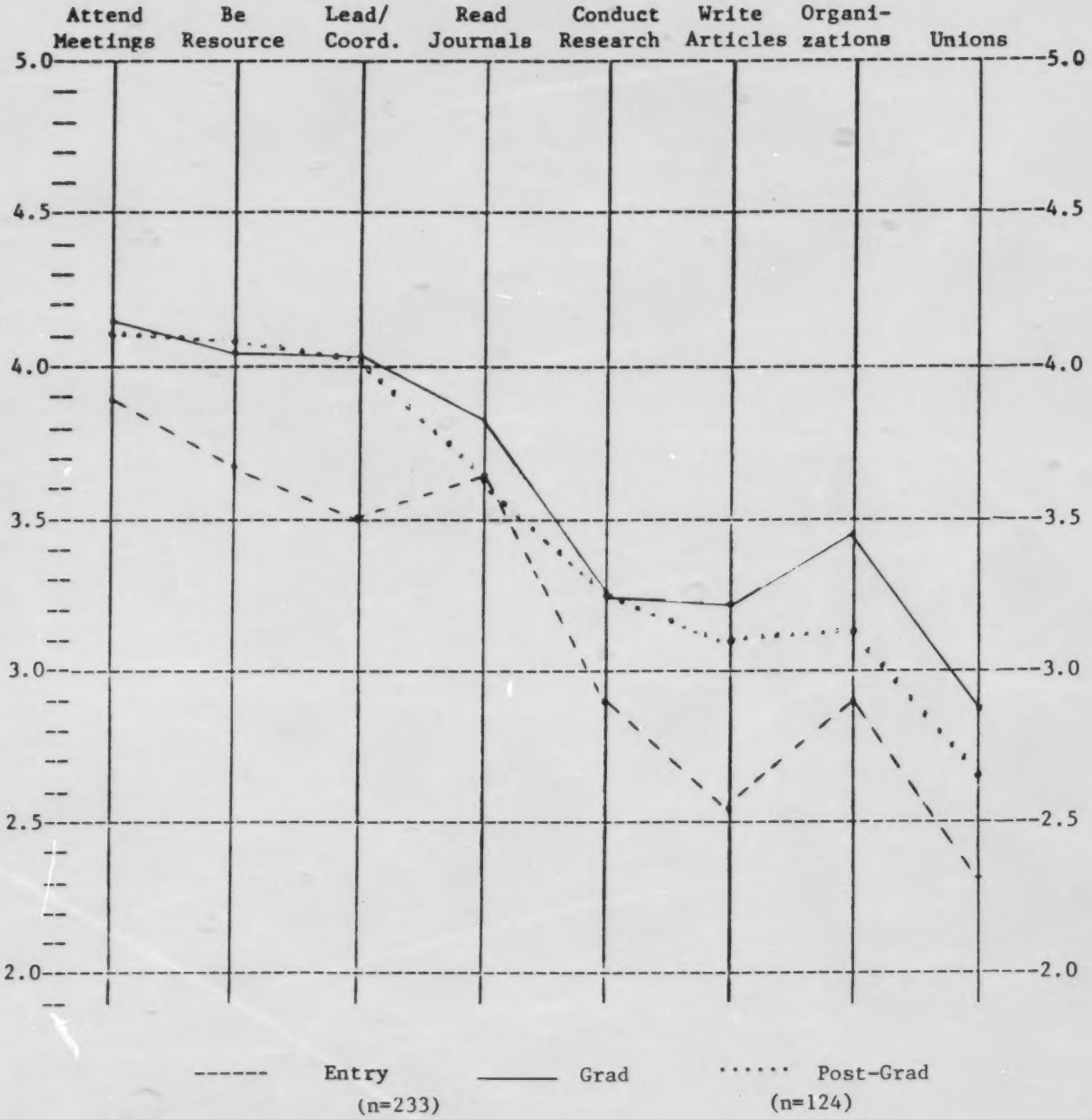


Figure 10.

Your name: _____
(to be removed when ID # is assigned)

NATIONAL SECOND STEP PROJECT

ID #: _____ 1-5

FACULTY QUESTIONNAIRE

Date of Birth: _____ Sex: Female ☐ Male ☐

Degrees:

Year	Degree	Institution and Location

Month and year of appointment at this school: _____ _____

About how many courses have you taught each year in this program? _____

Are you currently licensed as a Registered Nurse? No ☐ Yes ☐ (What state? _____)

Clinical Experience:

Teaching Experience:

Past and Present Administrative Duties:

Professional Interests:

Personal Interests (Hobbies, non-job-related employment, etc.):

63

What courses are you teaching, or have you taught, this year?

Course Name and Number:	"Level" (Jr., Sr., etc.)	Approx. Enrollment

Which of these courses is your favorite? Why?

Are there other courses you do not teach now, but that you would like to teach? Which ones, and why?

To what extent is the program curriculum organized around a unifying theme, expressing a particular philosophy of nursing education and/or practice?

_____ Very much so: every learning experience reflects our own philosophy of nursing.

_____ To some degree: we have a stated philosophy, but it doesn't permeate the whole curriculum.

_____ Don't know

_____ Not much: some learning experiences are organized around a theme, but most are not closely related to it.

_____ Not at all: each learning experience has its own rationale and intent.

FQ- 3

Please check the phrase that comes closest to characterizing the interaction among faculty members in your program. Then check the phrase that comes closest to characterizing the interaction between faculty and students.

	Among Faculty	Between Faculty and Students
a. Hierarchical and cold	_____	_____
b. Cordial and businesslike	_____	_____
c. Friendly and casual	_____	_____
d. Warm and supportive	_____	_____
e. Like an encounter group	_____	_____

If you have taught elsewhere, please compare that experience with teaching here. (Are there any restrictions in facilities or curricular structures, or increased options? Does program philosophy help or hinder you? If you team teach, what effect does that have on you?)

Besides the fact that a generic program takes four years, and your baccalaureate can take two, do you see a difference between them? (E.g., the kinds of students in the program, or in terms of what is expected of faculty, etc.)

In your opinion, what is the difference between a nurse prepared at the Associate of Arts or Diploma level, and one prepared at the baccalaureate level?

FQ - 4

Below are listed certain characteristics which different people attribute to nursing. We want you to consider each characteristic from two vantage points:

If the characteristic corresponds with your own picture of nursing as it exists at present, place a check mark in the column on the left-hand side of the page. DO THIS REGARDLESS OF WHETHER YOU PERSONALLY APPROVE OR DISAPPROVE OF THIS CHARACTERISTIC, JUST AS LONG AS IT SOMEHOW FITS YOUR PICTURE OF NURSING. Do this left-hand column first. (Check as many as apply.)

If the characteristic is one you would like to see as important in the future of nursing, place a check mark in the column on the right-hand side of the page. DO THIS REGARDLESS OF WHETHER OR NOT YOU THINK THE CHARACTERISTIC IS CURRENTLY PART OF NURSING, JUST AS LONG AS YOU WOULD LIKE TO SEE IT AS AN IMPORTANT PART OF NURSING IN THE FUTURE. Do this column second. (Check as many as apply.)

Characteristic Corresponds With My Picture of Nursing as it Exists Now	Characteristics	Characteristic I Would Like to see as Important in the Future of Nursing
____	Order and routine	____
____	Clear cut lines of authority	____
____	Originality and creativity	____
____	Dedicated service to humanity	____
____	Moving ritual and ceremony	____
____	Hard work	____
____	Clearly defined work tasks, each person responsible for his/her own specific job assignment	____
____	Close supervision and direction	____
____	Exercise of imagination and insight	____
____	Religious inspiration and calling	____
____	Meticulousness	____
____	Job security	____
____	Human drama and excitement	____
____	High technical skill	____
____	Emotional control and restraint	____
____	Frequent innovation in the solution of problems .	____
____	An occupation highly respected in the community .	____
____	Solid intellectual content	____
____	Demonstrating care and concern for others in an immediate and tangible way	____
____	Other characteristics in your picture of nursing or of importance in the future of nursing	____

Please specify: _____

_____

Your name: _____
(to be removed when ID # is assigned)

NATIONAL SECOND STEP PROJECT

ID # _____ 1-5
(Leave blank) 6=2
7-8=01
9-consent

ENTRY QUESTIONNAIRE

1. What was the highest level of education attained by your parents?

Father	Mother		
			10
_____	_____	1. Some high school (or less)	11
_____	_____	2. High school graduate	
_____	_____	3. Vocational or business training other than two-year college	
_____	_____	4. Some college, but no degree	
_____	_____	5. Graduate of a two-year college	
_____	_____	6. Graduate of a four-year college	
_____	_____	7. Post-graduate study but no degree	
_____	_____	8. Master's degree	
_____	_____	9. Doctoral or professional degree beyond the Master's level	

2. Please indicate your parents' usual occupations during the time you were in high school.

Father: _____ 12-13

Mother: _____ 14-15

3. Approximate combined yearly income of your parents (at present):

_____ 1. Under $5,000
_____ 2. $5,001 - $10,000
_____ 3. $10,001 - $15,000
_____ 4. $15,001 - $20,000
_____ 5. $20,001 - $25,000 16
_____ 6. $25,001 - $30,000
_____ 7. Over $30,000
_____ 8. Have no idea
_____ 9. Not applicable (both deceased)

4. In what religion have you been raised?
_____ 1. Catholic
_____ 2. Jewish
_____ 3. Protestant 17
_____ 4. Other
_____ 5. None

5. What is your current marital status?
_____ 1 Single
_____ 2 Married
_____ 3. Divorced or separated 18
_____ 4. Widowed

6. Number of children? _____ (What are their ages? _____) 19

a. Please go back and circle the ages of those that are living with you. 20

7. With whom do you share your current living situation? (check all that apply)

___ No one (I live alone) 21
___ Spouse or mate 22
___ My children 23
___ Parents, in-laws and/or other relatives 24
___ Adult(s) not related to me by kinship--with or without children 25

8. If things work out the way you want, when would you like to get married?
(If currently married, check here ____ and go on to the next question.)

_____ 1. Within the next three years
_____ 2. 3 to 5 years from now 26
_____ 3. 6 years or more from now
_____ 4. I don't want to get married

9. If married: What is your spouse's usual occupation? _____ 27-28

a. Highest level of education attained by your spouse?

____ 1. Some high school (or less)
____ 2. High school graduate
____ 3. Vocational or business training other than two-year college
____ 4. Some college, but no degree
____ 5. Graduate of a two-year college
____ 6. Graduate of a four-year college
____ 7. Post-graduate study but no degree
____ 8. Master's degree
____ 9. Doctoral or professional degree beyond the Master's level

29

b. His/her approximate income in 1977: $_____ 30-34

c. Does your spouse support your enrolling in a baccalaureate program?

____ 1. No, he/she is definitely opposed
____ 2. Not really, he/she is somewhat opposed
____ 3. I can't tell; he/she is ambivalent
____ 4. Yes, he/she is somewhat supportive
____ 5. Yes, he/she is definitely supportive

35

10. What was your own approximate income (before taxes, etc.) in 1977? $_____ 36-40

11. From what type of high school did you graduate?

____ 1. Public
____ 2. Private nonsectarian
____ 3. Private, church-related (denomination: _____)
____ 4. Other

41

12. Your course of study in high school:

____ 1. General
____ 2. College preparatory
____ 3. Commercial
____ 4. Vocational
____ 5. Other: _____

42

13. At about what age did you first become interested in nursing as a career? 43-44

____ _____ 45
Age Circumstances

14. Did you enter your first nursing program directly from high school? (Consider enrollment in college with intent to major in nursing equivalent to entering a nursing program.)

____ 1. Yes
____ 2. No (If you checked "no," please describe briefly how much time elapsed and what you did during that period of time.)

46

_____ 47
_____
_____

15. Check any of the following certifications which you now hold; and year received.

____ 1. R.N., Associate Degree (Year: _____) 48,49-50
____ 2. R.N., Diploma (Year: _____) 51,52-53
____ 3. Licensed Vocational Nurse (Year: _____) 54,55-56
____ 4. Others:

_____ 57

16. Thinking back over all your formal education since high school, how satisfied are you with it?

____ 1. Very dissatisfied
____ 2. Generally dissatisfied
____ 3. Uncertain
____ 4. Generally satisfied
____ 5. Very satisfied

Comments: 58 59

17. How do you feel about competing with other students for grades and recognition?

____ 1. I very much dislike it and prefer to avoid it
____ 2. I dislike it somewhat
____ 3. I have neutral feelings about this
____ 4. I like it somewhat
____ 5. I like it very much

60

18. What is the highest degree you expect to obtain?

____ 1. Bachelor's
____ 2. Master's
____ 3. Doctoral or professional degree beyond the Master's level

61

62-63

19. In what state were you first licensed as an R.N.? _____. What year? 19___.

64-65

20. Please indicate the kind of previous employment you have had. (Check all that apply.)

____ 1. None. I have never been employed. 66
____ 2. NOT in nursing: occasional or temporary employment (e.g., summer jobs) 67
____ 3. NOT in nursing: regular employment (either part-time or full-time) 68
____ 4. As a nurse: occasional or temporary employment (e.g., summer jobs) 69
____ 5. As a nurse: regular employment (either part-time or full-time) 70

21. How many months of nursing experience did you have-- 1-5 ID 6=2

a. -- BEFORE receiving your R.N. certification? (check here _____ if none) 7-8=02

Number of months Full-time*	Part-time**	Type of nursing experience:	
_____	_____	Volunteer	9-14
_____	_____	Salaried aid work	15-20
_____	_____	Other health-field work: _____	21-26
			27

b. -- AFTER receiving your R.N. certification? (check here _____ if none)

Number of months Full-time*	Part-time**	Type of nursing experience:	
_____	_____	Staff nurse in hospital or inpatient facilities	28-33
_____	_____	Head nurse in hospital or inpatient facilities	34-39
_____	_____	Supervisor in hospital or inpatient facilities	40-45
_____	_____	Staff nurse in clinic or outpatient facilities	46-51
_____	_____	Head nurse in clinic or outpatient facilities	52-57
_____	_____	Supervisor in clinic or outpatient facilities	58-63
_____	_____	Office nurse	64-69
_____	_____	Other (please specify) _____	70-75
			76

*Consider 30 hours/week or more as "full-time."
**Consider 29 hours/week or less as "part-time."

1-5 ID 6=2

22. What are the sources of financial support for your baccalaureate education? (Check all that apply.) 7-8=03

____ 1. Self-support (working full-time, part-time, or summers) 9
____ 2. Savings 10
____ 3. Parents or relatives 11
____ 4. Spouse 12
____ 5. Scholarship 13
____ 6. Loan 14
____ 7. Other: _____ 15

a. If more than one source checked, please circle the check for your major source of financial support this year. 16

74

23. What was the most recent nursing position you have held, prior to entering the baccalaureate nursing program in which you are now enrolled? (Leave blank if "none.")

Position (title or brief description) _____ 17-18

Employer (agency, organization, etc.) _____ 19-20

Approximate number of hours worked per week: _____ 21-22

Approximate salary before taxes, deductions, etc.: $_____ per _____ in 19____. 23-28
(year) 29-30

24. About how many hours/week do you expect to spend in part-time work for pay this term? 31

____ 1. None
____ 2. Less than 6 hours/week
____ 3. 6 to 10 hours/week
____ 4. 11 to 15 hours/week
____ 5. 16 to 20 hours/week
____ 6. 21 to 25 hours/week
____ 7. 26 to 29 hours/week
____ 8. 30 hours/week or more

a. If already employed, what kind of work will you be doing? 32

_____
_____
_____

25. Are you registered as a

____ 1. Part-time student
____ 2. Full-time student 33

26. How definite is your choice of nursing as an occupation or profession?

____ 1. Somewhat tentative
____ 2. Fairly definite, but still considering other possibilities 34
____ 3. Very definite

27. On a scale of 1 to 5, how important were the following considerations in deciding whether to enter nursing?

Nursing:	Little 1	2	Some 3	4	Very 5	
--is a very respected occupation in our society.	____	____	____	____	____	35
--provides many opportunities for advancement.	____	____	____	____	____	36
--allows me to avoid working under very high pressure.	____	____	____	____	____	37
--fits my abilities and skills; lets me do things I can do best.	____	____	____	____	____	38
--fits my interests; something I really like.	____	____	____	____	____	39
--gives me a chance for leadership and responsibility.	____	____	____	____	____	40
--gives me a chance to help others, be useful to society.	____	____	____	____	____	41
--allows me to be creative and original.	____	____	____	____	____	42
--promises a secure future.	____	____	____	____	____	43
--brings a high income.	____	____	____	____	____	44
--leaves me relatively free of supervision by others.	____	____	____	____	____	45
--deals primarily with people rather than things.	____	____	____	____	____	46
--allows me time to pursue other interests (hobbies, family, etc.)	____	____	____	____	____	47
--gives me a chance to help bring about needed changes in the health-care delivery system.	____	____	____	____	____	48

EQ - 5

28. Please indicate how much interest you have in the following clinical areas:

	Little or None		Moderate Amount		Very Much	
	1	2	3	4	5	
Surgical	____	____	____	____	____	49
Medical	____	____	____	____	____	50
Pediatrics	____	____	____	____	____	51
Obstetrics	____	____	____	____	____	52
Psychiatric	____	____	____	____	____	53
Community Health	____	____	____	____	____	54
Community Mental Health	____	____	____	____	____	55
Nurse Practitioner	____	____	____	____	____	56

29. Have you decided upon a field of specialization within nursing?

____ 1. No 57
____ 2. Yes (What is it? _____) 58

a. How definite is this decision?

____ 1. Somewhat tentative
____ 2. Fairly definite 59
____ 3. Very definite

30. Please try to think about the type of job you would like to have after you graduate from this program. How much would you like a job with the following activities, work settings, and employing agencies?

	Would Not Like		Somewhat		Very Much	
	1	2	3	4	5	
A. Activity:						
1. Direct patient care	____	____	____	____	____	60
2. Supervision of patient care	____	____	____	____	____	61
3. Administration	____	____	____	____	____	62
4. Teaching	____	____	____	____	____	63
5. Research	____	____	____	____	____	64
B. Work Setting:						
1. Inpatient facility	____	____	____	____	____	65
2. Outpatient facility	____	____	____	____	____	66
3. Community agency	____	____	____	____	____	67
C. Employing Agency:						
1. Hospital	____	____	____	____	____	68
2. Doctor's office	____	____	____	____	____	69
3. Community clinic	____	____	____	____	____	70
4. Public school	____	____	____	____	____	71
5. Social service agency	____	____	____	____	____	72
6. Public health department	____	____	____	____	____	73
7. Industry	____	____	____	____	____	74
8. School of Nursing	____	____	____	____	____	75
9. Self-employed	____	____	____	____	____	76

31. How would you assess your current level of competence in each stage of the nursing process? 1-5 ID 6=2 7-8=04

	Not Competent		Some Competence		Very Competent	
	1	2	3	4	5	
a. Data Collection. The systematic accumulation of information about the bio-psycho-social components of an individual or family	____	____	____	____	____	9
b. Assessment. Formulate inferences, validate these inferences and make diagnosis.	____	____	____	____	____	10
c. Planning. Define objectives, establish priorities, propose interventions	____	____	____	____	____	11
d. Intervention. Plan for care, referrals, counseling, teaching, purposeful listening.	____	____	____	____	____	12
e. Evaluation. Appraising the effectiveness of each of the previous steps.	____	____	____	____	____	13

32. When did you decide to get a baccalaureate in nursing, and what were your circumstances at that time? 14-15

_____ 16

a. For what reason(s) did you decide to get a baccalaureate in nursing?

_____ 17-18

_____

33. For what reasons did you choose this particular nursing program? _____

_____ 19-20

_____

34. Do you have any special expectations of the nursing program in which you are enrolled?

____ 1. No 21
____ 2. Yes (What are they?) _____ 22

_____

35. How important was each of the following considerations to you in selecting the college or university you are now attending?

	Not Important		Somewhat Important		Very Important	
	1	2	3	4	5	
Career reasons--getting a good job or getting into graduate school	____	____	____	____	____	23
Close-knit community; chance to know students and professors	____	____	____	____	____	24
Extra-curricular activities	____	____	____	____	____	25
Financial reasons (scholarship, loan, low tuition	____	____	____	____	____	26
Friends attending this college	____	____	____	____	____	27
General reputation of the college	____	____	____	____	____	28
Geographic location	____	____	____	____	____	29
Influence of parents or relatives	____	____	____	____	____	30
Opportunity for freedom in my personal life	____	____	____	____	____	31
Opportunity to live away from home	____	____	____	____	____	32
Opportunity to participate in an experimental educational program	____	____	____	____	____	33
Opportunity to pursue an individualized academic program	____	____	____	____	____	34
A particular program or department	____	____	____	____	____	35
Other: _____	____	____	____	____	____	36

37

36. Some students want more from a teacher than competence or even brilliance in teaching. They want a broader and more personal relationship with someone they can get to know well enough to talk to frequently outside of class, even about matters not related to school or course work. Is this something you want in a relationship with teachers?

____ 1. No, I prefer a more formal relationship between students and faculty. 38
____ 2. I don't really care about it one way or the other.
____ 3. It would be nice, but it's not crucial to me.
____ 4. Yes, I value these kinds of student-faculty relationships very highly.

37. With how many of your teachers would you like such a relationship?

____ 1. None
____ 2. One 39
____ 3. Some
____ 4. Most
____ 5. All

77

38. How much do you agree or disagree with the following statements about educational issues?

	Disagree Strongly	Disagree Somewhat	No Preference	Agree Somewhat	Agree Strongly	
	1	2	3	4	5	
a. Personal growth should be as important a part of the curriculum as intellectual development	____	____	____	____	____	40
b. Class assignments should be individually tailored to the needs and interests of each student	____	____	____	____	____	41
c. Faculty members who are involved in research are likely to be better teachers.	____	____	____	____	____	42
d. A student's real education occurs outside the classroom.	____	____	____	____	____	43

39. Below are several intellectual skills which may be important in any field of study. Regardless of the number of courses you have had, please indicate how much competence you already have achieved in the nursing field.

	Little		Some		Much	
	1	2	3	4	5	
Knowledge of facts and specific information	____	____	____	____	____	44
Knowledge of general principles or theories	____	____	____	____	____	45
Ability to analyze and evaluate books and articles	____	____	____	____	____	46
Ability to apply knowledge in specific situations outside the classroom	____	____	____	____	____	47
Understanding the methods used in nursing	____	____	____	____	____	48
Ability to communicate knowledge to other persons	____	____	____	____	____	49

40. Students vary in their attitudes toward educational experiences. Below are several pairs of alternatives. Indicate the extent to which you prefer one over the other by checking the appropriate blank between them. If you prefer both alternatives equally, check the middle space.

	Prefer Very Much	Prefer Somewhat	No Preference	Prefer Somewhat	Prefer Very Much		
	1	2	3	4	5		
Essay or short answer tests	____	____	____	____	____	True-false or multiple-choice tests	50
Required attendance for class	____	____	____	____	____	Attendance not required	51
Doing a group project with others	____	____	____	____	____	Doing a project oneself	52
Professors leave it up to the students to keep up with the work	____	____	____	____	____	Professors check up on students to make sure they're keeping up	53
A class that presents a clear point of view	____	____	____	____	____	A class that presents diverse perspectives and leaves the student to develop own point of view	54
A class that stresses the student's independence even though assignments may be vague	____	____	____	____	____	A class that stresses clear requirements even though it may restrict the student's independence	55
Theoretical or conceptual classes	____	____	____	____	____	Practical or clinical classes	56
Lecture classes	____	____	____	____	____	Discussion classes	57

41. How important for your own educational development during the next couple of years do you expect the following experiences to be?

	Not Important		Somewhat Important		Very Important	
	1	2	3	4	5	
a. Lecture courses in major field	_____	_____	_____	_____	_____	58
b. Seminar courses in major field	_____	_____	_____	_____	_____	59
c. Clinical experiences in major field	_____	_____	_____	_____	_____	60
d. Courses in other fields	_____	_____	_____	_____	_____	61
e. Interdisciplinary courses	_____	_____	_____	_____	_____	62
f. Independent study courses	_____	_____	_____	_____	_____	63
g. Informal discussions with faculty	_____	_____	_____	_____	_____	64
h. Informal discussions with students	_____	_____	_____	_____	_____	65
i. Informal individual study, research	_____	_____	_____	_____	_____	66
j. Reading in connection with courses	_____	_____	_____	_____	_____	67
k. Reading independent of courses	_____	_____	_____	_____	_____	68
l. Field work in the community	_____	_____	_____	_____	_____	69

42. Traditional roles for men and women in our society (i.e., men as providers and women as wives and mothers) have received a great deal of criticism in recent years, and the "women's movement" has been widely publicized. From the statements below, choose the one which best reflects your position, or add your own.

_____ 1. There are many good reasons for the socially defined roles of men and women--physical and emotional as well as historical. For both sexes, traditional roles provide a measure of fulfillment, security and satisfaction; they should be maintained.

_____ 2. I have no strong feelings about the way men and women are differently defined and treated in our society; an individual is free to create his or her own "role" without any major social change. 70

_____ 3. Undecided or no opinion.

_____ 4. Women are economically disadvantaged in our society. They should receive equal pay for equal work, and child-care when needed. Economic discrimination is my major concern.

_____ 5. I am very concerned about many aspects of the differential roles of men and women. Male chauvinism is damaging to both sexes; it should be understood and eliminated from society.

_____ 6. Other? (Please specify.) _____

_____

43. Do you think the women's movement has had any effect on your decisions regarding your nursing career?

_____ 1. No, I am unaware of any effects on me 71
_____ 2. Perhaps, but I think its influence was quite small
_____ 3. I have no idea
_____ 4. Probably, the women's movement did have some influence on my decisions
_____ 5. Yes, my decisions regarding my career were definitely influenced by the women's movement

44. Do you feel any conflict between a desire for marriage and a career?

_____ 1. Yes, I feel a strong conflict
_____ 2. Yes, I feel some conflict 72
_____ 3. No, I don't really want to be married
_____ 4. No, I don't really want a career
_____ 5. No, I want both; but I feel no conflict

Comments:

45. Imagine this hypothetical situation: You have two teenage children--a son and a daughter--both of whom have expressed an interest in entering the field of nursing, and have asked for your advice. From your experience in and understanding of the profession as it exists today and as it is likely to exist in the future, how would you advise them?

Son	Daughter		
			73 74
_____	_____	1. Would definitely encourage him/her to enter the field	Comments:
_____	_____	2. Would offer only mild and qualified encouragement	
_____	_____	3. Would feel unable to advise either way	
_____	_____	4. Would probably tend to discourage this career choice	
_____	_____	5. Would definitely discourage him/her from entering the field	

46. Regardless of immediate political issues, how do you usually think of yourself?

_____ 1. Republican
_____ 2. Democrat
_____ 3. Independent
_____ 4. Other _____ 75

47. How would you characterize your political views?

_____ 1. Very conservative
_____ 2. Conservative
_____ 3. Moderate
_____ 4. Liberal
_____ 5. Very liberal 76

48. If you let yourself go and really dream, which of the following would you rather be? (RANK THE THREE THAT YOU WOULD MOST WANT TO BE, PLACING A "1" IN FRONT OF THE ONE YOU WANT MOST, AND A "2" AND "3" IN FRONT OF YOUR NEXT TWO CHOICES.)

_____ 1. Very good-looking and attractive to the opposite sex 77
_____ 2. Very rich--from a rich family 78
_____ 3. Famous for my work, some outstanding achievement 79
_____ 4. Contented--leading a pleasant and uncomplicated life without high peaks or low depths
_____ 5. A creative person, richly gifted with talent, imaginativeness, an original view
_____ 6. A person of extraordinary social poise, completely at ease in any social gathering
_____ 7. A leader, an influential person
_____ 8. A kind person, one who is able to help others who have troubles

49. In community work you may enter homes where overcrowding, poor sanitation, indifference, and perhaps hostility exist. Which one of the following statements best describes your feelings toward this situation?

_____ 1. I prefer to work where my efforts will be better appreciated 80
_____ 2. I expect to have a number of cases like this
_____ 3. My efforts are particularly valuable in these situations
_____ 4. I consider these families to be the most important part of my case load

50. How would you evaluate your competence to serve in each of these roles often encountered in the health fields? 1-5 ID 6=2 7-8=05

	Not Qualified		Somewhat Qualified		Highly Proficient	
	1	2	3	4	5	
Team member	_____	_____	_____	_____	_____	9
Team leader	_____	_____	_____	_____	_____	10
Consultant	_____	_____	_____	_____	_____	11
Individual practitioner	_____	_____	_____	_____	_____	12
Teacher	_____	_____	_____	_____	_____	13
Administrator/Planner	_____	_____	_____	_____	_____	14
Researcher	_____	_____	_____	_____	_____	15

51. How much interest do you presently have in the following areas or activities of nursing? (Please respond to the following categories.)

	Little or No Interest		Some Interest		Much Interest	
	1	2	3	4	5	
Belonging to a state or national nurses' organization such as the American Nurses' Association or a state affiliate	_____	_____	_____	_____	_____	16
Reading Nursing Research or other nursing journals	_____	_____	_____	_____	_____	17
Attending meetings or workshops related to nursing or to the health care professions	_____	_____	_____	_____	_____	18
Doing research connected with nursing or health care	_____	_____	_____	_____	_____	19
Writing articles related to nursing or health care	_____	_____	_____	_____	_____	20
Acting as a resource person to newly licensed nurses or to other nurses	_____	_____	_____	_____	_____	21
Acting as a leader or coordinator in matters connected with nursing or the health field	_____	_____	_____	_____	_____	22
Union activities related to nursing	_____	_____	_____	_____	_____	23

80

52. Do you currently belong to any professional nursing organizations?

_____ 1. No 24
_____ 2. Yes Which ones? _____ 25

53. Have you ever held any offices or served on committees in a professional nursing organization? (Check all that apply.)

_____ No, neither 26
_____ Yes, have served on committees _____ 27
_____ Yes, have held office _____ 28

54. Do you feel that, as a baccalaureate nurse, your actions can influence the nursing profession or the general structure of nursing education?

_____ 1. No, my own actions will have no effect.
_____ 2. Perhaps, but the effect would be quite small. 29
_____ 3. I have no idea.
_____ 4. Probably so, my actions might well have some effect.
_____ 5. Yes, my own actions could have a significant effect.

55. How would you rate the health care delivery system in this country as you understand it to exist at present?

_____ 1. It is an excellent system, serving the needs of our population as well as can be expected, given the current overall economic situation. 30
_____ 2. It is basically a good system, but could be much improved without too many changes.
_____ 3. Undecided or no opinion.
_____ 4. It is a rather poor system, but would function adequately with some moderate revisions.
_____ 5. It is severely limited, badly in need of major revisions and reallocation of resources in order to serve our population adequately.

56. How much of a personal stake do you feel that you have in your identity as a professional nurse?

_____ 1. Not much; I work as a nurse when I'm employed to do so, but I have no particular feelings about being a member of the nursing profession.
_____ 2. Only moderate; I think of myself as a nurse when I'm on the job, but it's not an identity I carry with me into other aspects of my life. 31
_____ 3. Undecided; I go back and forth between "2" and "4".
_____ 4. Considerable; a nursing career is important to me at present, although I may decide later to move away from this field.
_____ 5. Very great; I like to think of myself as a member of the nursing profession; and maintaining that identity is very important to me.

57. Below are certain experiences which some nurses and nursing students find satisfying or personally rewarding. Please indicate how much personal satisfaction they give you.

	Little		Moderate		Great	
	1	2	3	4	5	
Leaving a patient's room and bedside lookin. immaculate	_____	_____	_____	_____	_____	32
Winning the trust and respect of a patient so that he feels free to discuss his personal problems with you	_____	_____	_____	_____	_____	33
Being complimented by a doctor for a task you performed very well	_____	_____	_____	_____	_____	34
Making accurate and perceptive observations on the relationship of family behavior to the patient's morale and progress	_____	_____	_____	_____	_____	35
Being able to record your observations accurately, neatly, and completely	_____	_____	_____	_____	_____	36
The feeling of being vitally needed and important to the patient	_____	_____	_____	_____	_____	37
Performing your part in a tense surgical operation or emergency without a flaw or moment's hesitation	_____	_____	_____	_____	_____	38
Communicating your observations in a way which significantly influences treatment decisions	_____	_____	_____	_____	_____	39
Mastering the technique of a difficult medical instrument, apparatus or procedure	_____	_____	_____	_____	_____	40
Learning and using new ideas on more effective methods of patient care	_____	_____	_____	_____	_____	41
Assisting a patient and family to make appropriate decisions about health care	_____	_____	_____	_____	_____	42

58. Below are listed certain characteristics which different people attribute to nursing. We want you to consider each characteristic from two vantage points:

If the characteristic corresponds with your own picture of nursing as it exists at present, place a check mark in the column on the left-hand side of the page. DO THIS REGARDLESS OF WHETHER YOU PERSONALLY APPROVE OR DISAPPROVE OF THIS CHARACTERISTIC, JUST AS LONG AS IT SOMEHOW FITS YOUR PICTURE OF NURSING. Do the left-hand side column first. (Check as many as apply.)

If the characteristic is one you would like to see as important in the future of nursing, place a check mark in the column on the right-hand side of the page. DO THIS REGARDLESS OF WHETHER YOU THINK THE CHARACTERISTIC IS CURRENTLY PART OF NURSING, JUST AS LONG AS YOU WOULD LIKE TO SEE IT AS AN IMPORTANT PART OF NURSING IN THE FUTURE. Do this column second. (Check as many as apply.)

1-5 ID
6=2
7-8=06

	Characteristic Corresponds With My Picture of Nursing as it Exists Now	Characteristics	Characteristic You Would Like to see as Important in the Future of Nursing	
43	____	Order and routine	____	9
44	____	Clear cut lines of authority	____	10
45	____	Originality and creativity	____	11
46	____	Dedicated service to humanity	____	12
47	____	Moving ritual and ceremony	____	13
48	____	Hard work	____	14
49	____	Clearly defined work tasks, each person responsible for his/her own specific job assignment	____	15
50	____	Close supervision and direction	____	16
51	____	Exercise of imagination and insight	____	17
52	____	Religious inspiration and calling	____	18
53	____	Meticulousness	____	19
54	____	Job security	____	20
55	____	Human drama and excitement	____	21
56	____	High technical skill	____	22
57	____	Emotional control and restraint	____	23
58	____	Frequent innovation in the solution of problems	____	24
59	____	An occupation highly respected in the community	____	25
60	____	Solid intellectual content	____	26
61	____	Demonstrating care and concern for others in an immediate and tangible way	____	27
		Other characteristics in your picture of nursing or of importance in the future of nursing. (Specify.)		
62	____	_____		
63		_____	____	28 29

59. People differ in the importance they attach to different areas of life. For some people, for example, an occupation becomes the central aspect of life, a major focus for their energies and a major source of gratifications. For other people, major focus may be given to being a parent, participation in community or national affairs, involvement in the world of art or music, etc.

When you think of your life after college, how important do you expect each of the following areas will be to you?

	Not Important		Somewhat Important		Very Important	
	1	2	3	4	5	
Career or occupation	____	____	____	____	____	30
Religious beliefs or activities	____	____	____	____	____	31
Marriage or continuing living relationship	____	____	____	____	____	32
Being a parent, relationship with children	____	____	____	____	____	33
Relationship with other family members-- parents, other relatives	____	____	____	____	____	34
The world of ideas, the intellectual life	____	____	____	____	____	35
Friendships	____	____	____	____	____	36
Participation as a citizen in the affairs of my community	____	____	____	____	____	37
The world of art and music, the aesthetic life	____	____	____	____	____	38

60. Describe briefly the position you would like to have after graduation. (E.g., "head nurse on the pediatrics ward in a large metropolitan hospital.")

_____ 39-40

61. What are your long-range plans for a position in nursing?

41-42

THANK YOU VERY MUCH FOR YOUR COOPERATION.

IF YOU HAVE ANY FURTHER COMMENTS YOU WOULD LIKE TO MAKE, PLEASE USE THIS SPACE.

Your Name: _____
(to be removed when ID# is assigned)

NATIONAL SECOND STEP PROJECT

ID# _____ (Leave blank) 1-5

6=3
7-8=01
9-consent

SECOND YEAR QUESTIONNAIRE

1. What is your marital status?
   _____ 1. Single
   _____ 2. Married
   _____ 3. Divorced (or separated)
   _____ 4. Widowed
   10

2. Number of children? _____ (What are their ages?) _____) 11
   12

   a. Please go back and circle the ages of those that live with you.

3. In what religion have you been raised?
   _____ 1. Catholic
   _____ 2. Jewish
   _____ 3. Protestant
   _____ 4. Other
   _____ 5. None
   13

4. From what type of high school did you graduate?
   _____ 1. Public
   _____ 2. Private nonsectarian
   _____ 3. Private, church-related (denomination: _____)
   _____ 4. Other
   14

5. Regardless of immediate political issues, how do you usually think of yourself?
   _____ 1. Republican
   _____ 2. Democrat
   _____ 3. Independent
   _____ 4. Other _____
   15

6. At about what age did you first become interested in nursing as a career?
   16-17
   _____ _____ 18
   Age Circumstances

7. Did you enter your first nursing program directly from high school? (Consider enrollment in college with intent to major in nursing equivalent to entering a nursing program.)
   _____ 1. Yes
   _____ 2. No (If you checked "no," please describe briefly how much time elapsed and what you did during that period of time.) 19
   20
   _____
   _____
   _____

8. Check any of the following certifications which you now hold; and year received.
   _____ 1. R.N., Associate Degree (Year: _____) 21,22-23
   _____ 2. R.N., Diploma (Year: _____) 24,25-26
   _____ 3. Licensed Vocational Nurse (Year: _____) 27,28-29
   _____ 4. Others: 30
   _____

9. In what state were you first licensed as an R.N.? _____. What year? 19____. 31-32
   33-34

10. What is the highest degree you expect to obtain?
    _____ 1. Bachelor's
    _____ 2. Master's 35
    _____ 3. Doctoral or professional degree beyond the Master's level

11. Please indicate your previous employment prior to enrolling here. (Check all that apply.)
    _____ 1. None. I had never been employed. 36
    _____ 2. NOT in nursing: occasional or temporary employment (e.g., summer jobs) 37
    _____ 3. NOT in nursing: regular employment (either part-time or full-time) 38
    _____ 4. As a nurse: occasional or temporary employment (e.g., summer jobs) 39
    _____ 5. As a nurse: regular employment (either part-time or full-time) 40

12. How many months of nursing experience did you have--

a. -- BEFORE receiving your R.N. certification? (check here ____ if none)

Number of months Full-time*	Part-time**	Type of nursing experience:	
_____	_____	Volunteer	41-46
_____	_____	Salaried aid work	47-52
_____	_____	Other health-field work: _____	53-58
			59

b. -- AFTER receiving your R.N. certification? (check here ____ if none)

Number of months Full-time*	Part-time**	Type of nursing experience:	
_____	_____	Staff nurse in hospital or inpatient facilities	60-65
_____	_____	Head nurse in hospital or inpatient facilities	66-71
_____	_____	Supervisor in hospital or inpatient facilities	72-77
			7-8=02
_____	_____	Staff nurse in clinic or outpatient facilities	9-14
_____	_____	Head nurse in clinic or outpatient facilities	15-20
_____	_____	Supervisor in clinic or outpatient facilities	21-26
_____	_____	Office nurse	27-32
_____	_____	Other (please specify) _____	33-38
			39

*Consider 30 hours/week or more as "full-time"
**Consider 29 hours/week or less as "part-time"

13. What was the most recent nursing position you had held, prior to entering the baccalaureate nursing program in which you are now enrolled? (Leave blank if "none.")

Position (title or brief description) _____ 40-41

Employer (agency, organization, etc.) _____ 42-43

Approximate number of hours worked per week: _____ 44-45

Approximate salary before taxes, deductions, etc.: $ _____ per _____ in 19____. 46-51
(year) 52-53

14. When did you decide to get a baccalaureate in nursing, and what were your circumstances at that time? 54-55

_____ 56

a. For what reason(s) did you decide to get a baccalaureate in nursing?

_____ 57-58

_____

15. In Fall, 1977, how were you registered?

_____ 1. Part-time student 59
_____ 2. Full-time student

16. How did you choose this particular nursing program? 60-61

17. Describe briefly the position you would like to have after graduation. (E.g., "head nurse on the pediatrics ward in a large metropolitan hospital.")

_____ 62-63

18. What are your long range plans for a position in nursing? 64-65

Your name: _____
(to be removed when ID # is assigned)

NATIONAL SECOND STEP PROJECT

ID #: _____ 1-5
6=5
7-8=01

FIRST YEAR SURVEY

1. How far do you live from campus?

_____ 1. I live on campus
_____ 2. Less than a mile
_____ 3. 1-5 miles
_____ 4. 6-15 miles
_____ 5. 16-30 miles
_____ 6. Over 30 miles

9

2. How do you usually get to campus?

_____ 1. Own car
_____ 2. Car pool
_____ 3. Public transportation
_____ 4. Walk/bike
_____ 5. Other (please specify.) _____

10

3. How long does it take you to get to campus?

_____ 1. Less than 15 minutes
_____ 2. 15 to 30 minutes
_____ 3. 30 minutes to an hour
_____ 4. Over an hour

11

4. Outside of class hours, about how many hours a week have you spent in study this year?

_____ 1. Less than 6 hours a week
_____ 2. 6 - 10 hours
_____ 3. 11 - 15 hours
_____ 4. 16 - 20 hours
_____ 5. 21 - 25 hours
_____ 6. 26 - 30 hours
_____ 7. More than 30 hours

12

5. About how many hours per week have you spent in work for pay this year?

_____ 1. None
_____ 2. Less than 6 hours a week
_____ 3. 6 - 10 hours
_____ 4. 11 - 15 hours
_____ 5. 16 - 20 hours
_____ 6. 21 - 25 hours
_____ 7. 26 - 30 hours
_____ 8. More than 30 hours a week

13

6. Which of these statements most nearly characterizes your actions with regard to spending time on campus? (Check one.)

_____ 1. I usually attend classes here and leave, remaining as short a time as possible.

_____ 2. While I have a definite schedule and must be certain places at certain times, I linger now and then to discuss things with fellow students and/or faculty.

_____ 3. I spend as much time here as possible, talking with faculty and/or students in Nursing and other departments.

14

Please continue on the back of this page.

7. What kinds of professional discussions do you usually have with your fellow students?

_____ 1. "Practical" ones, concerning everyday activities relating to nursing problems.

_____ 2. "Theoretical" ones, or "abstract" ones, concerning, for instance, the kinds of things you might discuss in a study group, or philosophical questions. 15

_____ 3. Both kinds about equally.

_____ 4. Neither kind. (You tend not to discuss things with your classmates beyond small talk.)

8. The students in this program are all RNs and have all had different life and career experiences. To what extent have you learned from your fellow students?

_____ 1. Not at all Comments:
_____ 2. A small amount 16
_____ 3. A fair amount 17
_____ 4. Quite a bit
_____ 5. A great deal

9. Please estimate how often you are sought out by other students for your knowledge, advice or opinions regarding course work, instructors, or other matters.

_____ 1. Never
_____ 2. Rarely
_____ 3. Sometimes 18
_____ 4. Often
_____ 5. Very often

10. How do you feel about competing with other students for grades and recognition?

_____ 1. I very much dislike it and prefer to avoid it
_____ 2. I dislike it somewhat
_____ 3. I have neutral feelings about this 19
_____ 4. I like it somewhat
_____ 5. I like it very much

11. Would you say there is anything approaching a "group spirit" or a feeling of common identity among the students in the nursing department?

_____ 1. No, practically none
_____ 2. Yes, but it is rather weak 20
_____ 3. Yes, to a moderate degree
_____ 4. Yes, it is quite strong

12. On a scale from 1 to 5, please indicate the extent to which each of the following phrases is descriptive of your experiences with students and faculty in the nursing department.

	Not Descriptive		Somewhat		Very Descriptive	
	1	2	3	4	5	
Have had close working relationships with several faculty members	_____	_____	_____	_____	_____	21
Take part in departmental decision-making	_____	_____	_____	_____	_____	22
Invited to join faculty in social activities	_____	_____	_____	_____	_____	23
Participate in discussion or study groups	_____	_____	_____	_____	_____	24
Get together socially with other nursing students	_____	_____	_____	_____	_____	25
Go my own individual way	_____	_____	_____	_____	_____	26

Please continue on the next page.

13. Attending college sometimes creates problems for the student or the student's family. Have you, or has your family, encountered any particular problems? (Please comment briefly)

27

14. How would you characterize the relationship of the nursing program, and of nursing students, to the campus as a whole?

	Strongly Disagree	Disagree Somewhat	No Opinion	Agree Somewhat	Strongly Agree	
	1	2	3	4	5	
Nursing students are too isolated from the rest of the campus	_____	_____	_____	_____	_____	28
Nursing students should participate more in the general activities of the campus	_____	_____	_____	_____	_____	29
The educational needs of nurses are so specialized that they shouldn't have to take courses in other departments	_____	_____	_____	_____	_____	30
Nursing students are looked down upon by the rest of the campus	_____	_____	_____	_____	_____	31
Students in other majors don't really understand nursing majors	_____	_____	_____	_____	_____	32
Nursing students are admired by the rest of the campus	_____	_____	_____	_____	_____	33

15. To what extent do you think you were prepared for this year's work by your previous education and experience?

_____ 1. Not at all prepared
_____ 2. Poorly prepared
_____ 3. Somewhat prepared
_____ 4. Adequately prepared
_____ 5. Very well prepared

Comments:

34
35

16. Please think of the course that you enjoyed the most this past year. During an average week, how many times did you ask a question, volunteer an answer, or make a remark in that course?

_____ 1. Never
_____ 2. One to three times
_____ 3. Four to six
_____ 4. Seven to nine
_____ 5. Ten or more times

Name of course: _____

Instructor: _____

36
37-38
39-40

17 What is good, and what is bad, about the teaching you have had during the past year?

41
42

Please continue on the back of this page.

18. How many non-nursing courses have you taken this year? _____ 43

How many do you expect to take next year? _____ 44

Please comment on these courses. (For instance, are there too many of them required? Too few? Just the right amount? Do they cover the non-nursing material you need as a nurse? Are they relevant to your professional needs? Your personal needs? How big an impact have they had on your education? Should anything about non-nursing course requirements or options be changed in your program?)

45-46

19. What has been the most valuable part of this past academic year for you? (Why?)

47-48

20. What has been the least valuable for you? (Why?)

49-50

21. Have you developed new perspectives about the profession of nursing this year (e.g., the role of nurses, attitudes toward different aspects of nursing, etc.)?

_____ 1. None at all Comments:
_____ 2. A few
_____ 3. A moderate amount 51
_____ 4. Quite a lot 52
_____ 5. A great deal

THANK YOU AGAIN FOR YOUR COOPERATION. IF YOU HAVE ANY FURTHER COMMENTS YOU WOULD LIKE TO MAKE, PLEASE USE THIS SPACE.

Your name: _____
(to be removed when ID# is assigned)

NATIONAL SECOND STEP PROJECT

ID # _____ 1-5
6-6
7-8=01

GRADUATION SURVEY

1. What is your marital status?

_____ 1. Single
_____ 2. Married
_____ 3. Divorced or separated 9
_____ 4. Widowed

2. If married, has your spouse supported your participation in a baccalaureate program? (If not married, check here _____ and go on to the next question.)

_____ 1. No, he/she was definitely opposed
_____ 2. Not really, he/she was somewhat opposed
_____ 3. I can't tell, he/she was ambivalent 10
_____ 4. Yes, he/she was somewhat supportive
_____ 5. Yes, he/she was definitely supportive

3. If things work out the way you want, when would you like to get married? (If currently married, check here _____ and go on to the next question.)

_____ 1. Within the next year
_____ 2. 1 to 3 years from now
_____ 3. 4 years or more from now 11
_____ 4. I don't want to get married

4. Do you feel any conflict between a desire for marriage and a career?

Comments:

_____ 1. Yes, I feel a strong conflict 12
_____ 2. Yes, I feel some conflict 13
_____ 3. No, I don't really want to be married
_____ 4. No, I don't really want a career
_____ 5. No, I want both, but I feel no conflict

5. How would you characterize your political views?

_____ 1. Very conservative
_____ 2. Conservative 14
_____ 3. Moderate
_____ 4. Liberal
_____ 5. Very liberal

6. Traditional roles for men and women in our society (i.e., men as providers and women as wives and mothers) have received a great deal of criticism in recent years, and the "women's movement" has been widely publicized. From the statements below, choose the <u>one</u> which best reflects your position, or add your own.

_____ 1. There are many good reasons for the socially defined roles of men and women--physical and emotional as well as historical. For both sexes, traditional roles provide a measure of fulfillment, security and satisfaction; they should be maintained.

_____ 2. I have no strong feelings about the way men and women are differently defined and treated in our society; an individual is free to create his or her own "role" without any major social change. 15

_____ 3. Undecided or no opinion

_____ 4. Women are economically disadvantaged in our society. They should receive equal pay for equal work, and child-care when needed. Economic discrimination is my major concern

_____ 5. I am very concerned about many aspects of the differential roles of men and women. Male chauvinism is damaging to both sexes; it should be understood and eliminated from society.

_____ 6. Other? (Please specify.) _____

7. Imagine this hypothetical situation: You have two teenage children--a son and a daughter--both of whom have expressed an interest in entering the field of nursing, and have asked for your advice. From your experience in and understanding of the profession as it exists today and as it is likely to exist in the future, how would you advise them?

Son	Daughter		
_____	_____	1.	Would definitely encourage him/her to enter the field
_____	_____	2.	Would offer only mild and qualified encouragement 16
_____	_____	3.	Would feel unable to advise either way 17
_____	_____	4.	Would probably tend to discourage this career choice
_____	_____	5.	Would definitely discourage him/her from entering the field

Comments:

8. What is the highest degree you expect to obtain?

_____ 1. Bachelor's 18
_____ 2. Master's
_____ 3. Doctoral or professional degree beyond the Master's level

9. As you think back over your education in this program, how satisfied are you with it?

_____ 1. Very dissatisfied Comments:
_____ 2. Generally dissatisfied 19
_____ 3. Uncertain 20
_____ 4. Generally satisfied
_____ 5. Very satisfied

10. How do you feel about competing with other students for grades and recognition?

_____ 1. I very much dislike it and prefer to avoid it
_____ 2. I dislike it somewhat 21
_____ 3. I have neutral feelings about this
_____ 4. I like it somewhat
_____ 5. I like it very much

11. How much do you agree or disagree with the following statements about educational issues?

	Disagree Strongly 1	Disagree Somewhat 2	No Preference 3	Agree Somewhat 4	Agree Strongly 5	
a. Personal growth should be as important a part of the curriculum as intellectual development.	_____	_____	_____	_____	_____	22
b. Class assignments should be individually tailored to the needs and interests of each student.	_____	_____	_____	_____	_____	23
c. Faculty members who are involved in research are likely to be better teachers	_____	_____	_____	_____	_____	24
d. A student's <u>real</u> education occurs outside the classroom.	_____	_____	_____	_____	_____	25

12. About how many hours/week have you spent in part-time work for pay this term?

_____ 1. None
_____ 2. Less than 6 hours/week
_____ 3. 6 to 10 hours/week
_____ 4. 11 to 15 hours/week
_____ 5. 16 to 20 hours/week
_____ 6. 21 to 25 hours/week
_____ 7. 26 to 29 hours/week
_____ 8. 30 hours/week or more

a. If employed, briefly describe your current job:

_____ 26
_____ 27

13. Some students want more from a teacher than competence or even brilliance in teaching. They want a broader and more personal relationship with someone they can get to know well enough to talk to frequently outside of class, even about matters not related to school or course work. Is this something you want in a relationship with teachers? 28

_____ 1. No, I prefer a more formal relationship between students and faculty
_____ 2. I don't really care about it one way or the other
_____ 3. It would be nice, but it's not crucial to me
_____ 4. Yes, I value these kinds of student-faculty relationships very highly.

14. With how many of your teachers have you had such a relationship?

_____ 1. None
_____ 2. One
_____ 3. Some
_____ 4. Most
_____ 5. All

29

15. What proportion of the nursing faculty would you say is really interested in students and their problems?

_____ 1. Very few
_____ 2. Less than half
_____ 3. About half
_____ 4. Over half
_____ 5. Almost all

30

16. If you were to single out the most stimulating course you have taken in this institution--that is, the most exciting in terms of subject matter, perspective, or set of ideas--what course would that be? 31-32

a. Course name: _____ b. Teacher: _____ 33-34

c. Briefly indicate why this course was so stimulating to you: 35

17. On a scale of 1 to 5, how important were the following considerations in deciding to enter nursing?

Nursing:	Little 1	2	Some 3	4	Very 5	
--is a very respected occupation in our society.	_____	_____	_____	_____	_____	36
--provides many opportunities for advancement.	_____	_____	_____	_____	_____	37
--allows me to avoid working under very high pressure.	_____	_____	_____	_____	_____	38
--fits my abilities and skills; lets me do things I can do best.	_____	_____	_____	_____	_____	39
--fits my interests; something I really like.	_____	_____	_____	_____	_____	40
--gives me a chance for leadership and responsibility.	_____	_____	_____	_____	_____	41
--gives me a chance to help others, be useful to society.	_____	_____	_____	_____	_____	42
--allows me to be creative and original.	_____	_____	_____	_____	_____	43
--promises a secure future.	_____	_____	_____	_____	_____	44
--brings a high income.	_____	_____	_____	_____	_____	45
--leaves me relatively free of supervision by others.	_____	_____	_____	_____	_____	46
--deals primarily with people rather than things.	_____	_____	_____	_____	_____	47
--allows me time to pursue other interests (hobbies, family, etc.).	_____	_____	_____	_____	_____	48
--gives me a chance to help bring about needed changes in the health-care delivery system.	_____	_____	_____	_____	_____	49

18. Do you think that a registered nurse should be required to take courses or workshops in order to have her license renewed?

_____ 1. Definitely no
_____ 2. Probably no
_____ 3. Undecided
_____ 4. Probably yes
_____ 5. Definitely yes

50

19. Please indicate your own subjective evaluation of the effect that your upper-division baccalaureate education has had upon:

	Negative Effect		No	Positive Effect		
	Strong	Some	Effect	Some	Strong	
	1	2	3	4	5	
Your overall competence in nursing role(s)	_____	_____	_____	_____	_____	51
Acquisition of knowledge, technical skills	_____	_____	_____	_____	_____	52
The number of nursing-related career options which you perceive to be open to you	_____	_____	_____	_____	_____	53
Your ability to maintain constructive relationships with:						
Patients and/or clients	_____	_____	_____	_____	_____	54
Colleagues and/or co-workers	_____	_____	_____	_____	_____	55
Supervisors and superiors in work situation	_____	_____	_____	_____	_____	56
Those you supervise in work situation	_____	_____	_____	_____	_____	57
People in general	_____	_____	_____	_____	_____	58
Your own self-confidence and self-esteem	_____	_____	_____	_____	_____	59
Commitment to the nursing profession	_____	_____	_____	_____	_____	60
Opportunities for advancement in health field	_____	_____	_____	_____	_____	61
Self-awareness and self-actualization	_____	_____	_____	_____	_____	62
Potential for leadership	_____	_____	_____	_____	_____	63

20. How important for your own educational development have the following experiences been?

	Not Important		Somewhat Important		Very Important	
	1 ------	2 -------	3 ------	4 ------	5	
a. Lecture courses in major field	_____	_____	_____	_____	_____	64
b. Seminar courses in major field	_____	_____	_____	_____	_____	65
c. Clinical experiences in major field	_____	_____	_____	_____	_____	66
d. Courses in other fields	_____	_____	_____	_____	_____	67
e. Interdisciplinary courses	_____	_____	_____	_____	_____	68
f. Independent study courses	_____	_____	_____	_____	_____	69
g. Informal discussions with faculty	_____	_____	_____	_____	_____	70
h. Informal discussions with students	_____	_____	_____	_____	_____	71
i. Informal individual study, research	_____	_____	_____	_____	_____	72
j. Reading in connection with courses	_____	_____	_____	_____	_____	73
k. Reading independent of courses	_____	_____	_____	_____	_____	74
l. Field work in the community	_____	_____	_____	_____	_____	75

21. Would you say there is anything approaching a "group spirit" or a feeling of common identity among the students in the nursing department?

_____ 1. No, practically none
_____ 2. Yes, but it is rather weak
_____ 3. Yes, to a moderate degree
_____ 4. Yes, it is quite strong

76

22. In community work you may enter homes where overcrowding, poor sanitation, indifference, and perhaps hostility exist. Which one of the following statements best describes your feelings toward this situation?

_____ 1. I prefer to work where my efforts will be better appreciated
_____ 2. I expect to have a number of cases like this
_____ 3. My efforts are particularly valuable in these situations
_____ 4. I consider these families to be the most important part of my case load

77

1-5 ID
6=6
7-8=02

23. How would you evaluate your competence to serve in each of these roles often encountered in the health fields?

	Not Qualified 1	2	Somewhat Qualified 3	4	Highly Proficient 5	
Team member						9
Team leader						10
Consultant						11
Individual practitioner						12
Teacher						13
Administrator/Planner						14
Researcher						15

24. Please try to think about the type of job you would like to have after you graduate from this program. How much would you like a job with the following activities, work settings, and employing agencies?

	Would Not Like 1	2	Somewhat 3	4	Very Much 5	
A. Activity:						
1. Direct patient care						16
2. Supervision of patient care						17
3. Administration/Planning						18
4. Teaching						19
5. Research						20
B. Work Setting:						
1. Inpatient facility						21
2. Outpatient facility						22
3. Community agency						23
C. Employing Agency:						
1. Hospital						24
2. Doctor's office						25
3. Community clinic						26
4. Public School						27
5. Social service agency						28
6. Public health department						29
7. Industry						30
8. School of Nursing						31
9. Self-employed						32

25. Please indicate how much interest you have in the following clinical areas:

	Little or None 1	2	Moderate Amount 3	4	Very Much 5	
Surgical						33
Medical						34
Pediatrics						35
Obstetrics						36
Psychiatric						37
Community Health						38
Community Mental Health						39
Nurse Practitioner						40

26. Have you decided upon a field of specialization within nursing?

_____ 1. No
_____ 2. Yes (What is it?) _____ 41 42

a. How definite is this decision?
_____ 1. Somewhat tentative
_____ 2. Fairly definite
_____ 3. Very definite 43

27. Do you feel that, as a baccalaureate nurse, your actions can influence the nursing profession or the general structure of nursing education?

_____ 1. No, my own actions will have no effect.
_____ 2. Perhaps, but the effect would be quite small. 44
_____ 3. I have no idea.
_____ 4. Probably so, my actions might well have some effect.
_____ 5. Yes, my own actions could have a significant effect.

28. How would you assess your current level of competence in each stage of the nursing process?

	Not Competent 1	2	Some Competence 3	4	Very Competent 5	
a. Data Collection. The systematic accumulation of information about the bio-psycho-social components of an individual or family.	_____	_____	_____	_____	_____	45
b. Assessment. Formulate inferences, validate these inferences and make diagnosis.	_____	_____	_____	_____	_____	46
c. Planning. Define objectives, establish priorities, propose interventions.	_____	_____	_____	_____	_____	47
d. Intervention. Plan for care, referrals, counseling, teaching, purposeful listening.	_____	_____	_____	_____	_____	48
e. Evaluation. Appraising the effectiveness of each of the previous steps.	_____	_____	_____	_____	_____	49

29. Below are certain experiences which some nurses and nursing students find satisfying or personally rewarding. Please indicate how much personal satisfaction they give you.

	Little 1	2	Moderate 3	4	Great 5	
Leaving a patient's room and bedside looking immaculate	_____	_____	_____	_____	_____	50
Winning the trust and respect of a patient so that he feels free to discuss his personal problems with you	_____	_____	_____	_____	_____	51
Being complimented by a doctor for a task you performed very well	_____	_____	_____	_____	_____	52
Making accurate and perceptive observations on the relationship of family behavior to the patient's morale and progress	_____	_____	_____	_____	_____	53
Being able to record your observations accurately, neatly, and completely	_____	_____	_____	_____	_____	54
The feeling of being vitally needed and important to the patient	_____	_____	_____	_____	_____	55
Performing your part in a tense surgical operation or emergency without a flaw or moment's hesitation	_____	_____	_____	_____	_____	56
Communicating your observations in a way which significantly influences treatment decisions	_____	_____	_____	_____	_____	57
Mastering the technique of a difficult medical instrument, apparatus or procedure	_____	_____	_____	_____	_____	58
Learning and using new ideas on more effective methods of patient care	_____	_____	_____	_____	_____	59
Assisting a patient and family to make appropriate decisions about health care	_____	_____	_____	_____	_____	60

30. How would you rate the health care delivery system in this country as you understand it to exist at present?

_____ 1. It is an excellent system, serving the needs of our population as well as can be expected, given the current overall economic situation.

_____ 2. It is basically a good system, but could be much improved without too many changes.

_____ 3. Undecided or no opinion 61

_____ 4. It is a rather poor system, but would function adequately with some moderate revisions.

_____ 5. It is severely limited, badly in need of major revisions and reallocation of resources in order to serve our population adequately.

31. How much interest do you presently have in the following areas or activities of nursing?

	Little or No Interest 1	2	3	4	Much Interest 5	
Belonging to a state or national nurses' organization such as the American Nurses' Association or a state affiliate	_____	_____	_____	_____	_____	62
Reading Nursing Research or other nursing journals	_____	_____	_____	_____	_____	63
Attending meetings or workshops related to nursing or to the health care professions	_____	_____	_____	_____	_____	64
Doing research connected with nursing or health care	_____	_____	_____	_____	_____	65
Writing articles related to nursing or health care	_____	_____	_____	_____	_____	66
Acting as a resource person to newly licensed nurses or to other nurses	_____	_____	_____	_____	_____	67
Acting as a leader or coordinator in matters connected with nursing or the health field	_____	_____	_____	_____	_____	68
Union activities related to nursing	_____	_____	_____	_____	_____	69

32. Do you currently belong to any professional nursing organizations?

_____ 1. No 70

_____ 2. Yes. Which ones? _____ 71

33. Have you ever held any offices or served on committees in a professional nursing organization? (Check all that apply)

_____ No, neither 72

_____ Yes, have served on committees _____ 73 74

_____ Yes, have held office _____

34. How much of a personal stake do you feel that you have in your identity as a professional nurse?

_____ 1. Not much; I work as a nurse when I'm employed to do so, but I have no particular feelings about being a member of the nursing profession.

_____ 2. Only moderate; I think of myself as a nurse when I'm on the job, but it's not an identity I carry with me into other aspects of my life. 75

_____ 3. Undecided; I go back and forth between "2" and "4".

_____ 4. Considerable; a nursing career is important to me at present, although I may decide later to move away from this field.

_____ 5. Very great; I like to think of myself as a member of the nursing profession, and maintaining that identity is very important to me.

35. Below are several intellectual skills which may be important in any field of study. Regardless of the number of courses you have had, please indicate how much competence you have now achieved in the nursing field. 1-5 ID 6-6 7-8-03

	Little 1	2	Some 3	4	Much 5	
Knowledge of facts and specific information	____	____	____	____	____	9
Knowledge of general principles or theories	____	____	____	____	____	10
Ability to analyze and evaluate books and articles	____	____	____	____	____	11
Ability to apply knowledge in specific situations outside the classroom	____	____	____	____	____	12
Understanding the methods used in nursing	____	____	____	____	____	13
Ability to communicate knowledge to other persons	____	____	____	____	____	14

36. Below are listed certain characteristics which different people attribute to nursing. We want you to consider each characteristic from two vantage points:

If the characteristic corresponds with your own picture of nursing, place a check mark in the column on the left-hand side of the page. DO THIS REGARDLESS OF WHETHER YOU PERSONALLY APPROVE OR DISAPPROVE OF THIS CHARACTERISTIC, JUST AS LONG AS IT SOMEHOW FITS YOUR PICTURE OF NURSING. Do this left-hand column first. (Check as many as apply.)

If the characteristic is one you would like to see as important in the future of nursing, place a check mark in the column on the right-hand side of the page. DO THIS REGARDLESS OF WHETHER YOU THINK THE CHARACTERISTIC IS CURRENTLY PART OF NURSING, JUST AS LONG AS YOU WOULD LIKE TO SEE IT AS AN IMPORTANT PART OF NURSING IN THE FUTURE. Do this column second. (Check as many as apply.)

Characteristic Corresponds With My Picture of Nursing as it Exists Now		Characteristics	Characteristic I Would Like to See as Important in the Future of Nursing	
15	____	Order and routine	____	36
16	____	Clear cut lines of authority	____	37
17	____	Originality and creativity	____	38
18	____	Dedicated service to humanity	____	39
19	____	Moving ritual and ceremony	____	40
20	____	Hard work	____	41
21	____	Clearly defined work tasks, each person responsible for his/her own specific job assignment	____	42
22	____	Close supervision and direction	____	43
23	____	Exercise of imagination and insight	____	44
24	____	Religious inspiration and calling	____	45
25	____	Meticulousness	____	46
26	____	Job security	____	47
27	____	Human drama and excitement	____	48
28	____	High technical skill	____	49
29	____	Emotional control and restraint	____	50
30	____	Frequent innovation in the solution of problems	____	51
31	____	An occupation highly respected in the community	____	52
32	____	Solid intellectual content	____	53
33	____	Demonstrating care and concern for others in an immediate and tangible way	____	54
		Other characteristics in your picture of nursing or of importance in the future of nursing. (Specify)		
34				
35	____	_____		
		_____	____	55
				56

37. Please indicate whether you feel you've changed in the following ways since you first enrolled in this program. For each item check the appropriate response.

	Decreased Much 1	Some 2	Little or No Change 3	Some 4	Increased Much 5	
Religious concerns and beliefs	_____	_____	_____	_____	_____	57
Political concerns or interests	_____	_____	_____	_____	_____	58
Intellectual interests in your field	_____	_____	_____	_____	_____	59
Intellectual interests in general	_____	_____	_____	_____	_____	60
Esthetic interests	_____	_____	_____	_____	_____	61
The firmness of your sense of identity	_____	_____	_____	_____	_____	62
Concern with social issues	_____	_____	_____	_____	_____	63
Concern with professional standards	_____	_____	_____	_____	_____	64

38. If you let yourself go and really dream, which of the following would you rather be? (RANK THE THREE THAT YOU WOULD MOST WANT TO BE, PLACING A "1" IN FRONT OF THE ONE YOU WANT MOST, AND A "2" AND "3" IN FRONT OF YOUR NEXT TWO CHOICES.)

_____ 1. Very good-looking and attractive to the opposite sex
_____ 2. Very rich--from a rich family
_____ 3. Famous for my work, some outstanding achievement
_____ 4. Contented--leading a pleasant and uncomplicated life without high peaks or low depths 65
_____ 5. A creative person, richly gifted with talent, imaginativeness, an original view 66
_____ 6. A person of extraordinary social poise, completely at ease in any social gathering 67
_____ 7. A leader, an influential person
_____ 8. A kind person, one who is able to help others who have troubles

39. People differ in the importance they attach to different areas of life. For some people, for example, an occupation becomes the central aspect of life, a major focus for their energies and a major source of gratifications. For other people, major focus may be given to being a parent, participation in community or national affairs, involvement in the world of art or music, etc. 1-5 ID 6=6 7-8=04

When you think of your life after college, how important do you expect each of the following areas will be to you?

	Not Important 1	2	Somewhat Important 3	4	Very Important 5	
Career or occupation	_____	_____	_____	_____	_____	9
Religious beliefs or activities	_____	_____	_____	_____	_____	10
Marriage or continuing living relationship	_____	_____	_____	_____	_____	11
Being a parent, relationship with children	_____	_____	_____	_____	_____	12
Relationship with other family members--parents, other relatives	_____	_____	_____	_____	_____	13
The world of ideas, the intellectual life	_____	_____	_____	_____	_____	14
Friendships	_____	_____	_____	_____	_____	15
Participation as a citizen in the affairs of my community	_____	_____	_____	_____	_____	16
The world of art and music, the aesthetic life	_____	_____	_____	_____	_____	17

40. Have you developed new perspectives about the profession of nursing (i.e., the role of nurses, attitudes toward different aspects of nursing) during the time you have been enrolled in this program?

_____ 1. None at all
_____ 2. A few
_____ 3. A fair amount
_____ 4. Quite a lot
_____ 5. A great deal

Explain briefly. 18 19

GS - 10

41. What have been the most significant influences (events, persons, literature, etc.) on your thinking and life during your experience in this program?

20-21

42. Please write the names of four graduating students who, in your opinion, are the outstanding nurses in your class. (Please feel free to include yourself if you wish.)

1. _____ 3. _____ 22-26 27-31

2. _____ 4. _____ 32-36 37-41

43. Research reports show that students change in different ways and varying degrees during the college years. Some report changes in their interests and attitudes, some in professional commitment, some speak of major personality changes. Looking back over your own experience in this program, what have been the most important changes for you? 42-43

44. Do you know at this time what you will be doing six months from now?

_____ 1. Yes, have already made plans (either for employment or to continue in school)
_____ 2. No, am considering several possibilities 44
_____ 3. No, will seek employment after graduation, but no concrete alternatives yet
_____ 4. No, my plans are quite indefinite at this time.

45. Describe briefly the position you would like to have after graduation. (E.g., "head nurse on the pediatrics ward in a large metropolitan hospital.")

45

46. What are your long range plans for a position in nursing?

46

47. Please list your permanent address, or an address where you may be reached by mail one year after your graduation.

Number and Street	City	State	Zip
_____	_____	_____	_____

THANK YOU VERY MUCH FOR YOUR COOPERATION. IF YOU HAVE ANY FURTHER COMMENTS, PLEASE USE THE REMAINING SPACE.

Your name: _____ (to be removed when ID # is assigned)

NATIONAL SECOND STEP PROJECT

ID # _____ (Leave blank) 1-5 6-8 7-8-01 9-consent

POST-GRADUATION SURVEY

1. Regardless of your immediate employment situation, do you consider yourself, at present, to be:

_____ 1. in the field of nursing
_____ 2. not in nursing, but still in the health field(s)
_____ 3. not in nursing or health field presently, but expect to get back to it later on 10
_____ 4. not in nursing or health field; don't expect to return to either in the foreseeable future

2. In which of the following areas are you working now? (Check all that apply.)

_____ Direct patient care 11
_____ Supervision of patient care 12
_____ Administration, planning, management 13
_____ Teaching (nursing related) 14
_____ Research (nursing related) 15
_____ Other (Please specify) _____ 16 17

a. Now go back and circle the check that represents most of your time and energy now. 18

3. In which of the following areas do you expect to be working in the future? (Check all that apply.)

_____ Direct patient care 19
_____ Supervision of patient care 20
_____ Administration, planning, management 21
_____ Teaching (nursing related) 22
_____ Research (nursing related) 23
_____ Other (Please specify) _____ 24 25

a. Now go back and circle the check that represents what you expect will take most of your time and energy in the future. 26

4. Please indicate your own subjective evaluation of the effect that your upper division baccalaureate education has had upon:

	Negative Effect Strong	Some	No Effect	Positive Effect Some	Strong	
	1	2	3	4	5	
Your overall competence in nursing role(s)	_____	_____	_____	_____	_____	27
Acquisition of knowledge, technical skills	_____	_____	_____	_____	_____	28
The number of nursing-related career options which you perceive to be open to you	_____	_____	_____	_____	_____	29
Your ability to maintain constructive relationships with:						
Patients and/or clients	_____	_____	_____	_____	_____	30
Colleagues and/or co-workers	_____	_____	_____	_____	_____	31
Supervisors and superiors in work situation	_____	_____	_____	_____	_____	32
Those you supervise in work situation	_____	_____	_____	_____	_____	33
People in general	_____	_____	_____	_____	_____	34
Your own self-confidence and self-esteem	_____	_____	_____	_____	_____	35
Commitment to the nursing profession	_____	_____	_____	_____	_____	36
Opportunities for advancement in health field	_____	_____	_____	_____	_____	37
Self-awareness; self-actualization	_____	_____	_____	_____	_____	38
Potential for leadership	_____	_____	_____	_____	_____	39

5. In terms of your own professional growth, please indicate on a scale of 1 to 5, the value of the following aspects of your baccalaureate program in nursing.

	Of Little or No Value		Of Some Value		Very Valuable	Not Applicable	
	1 -------	2 ------	3 -----	4 -----	5	0	
Course work (including reading, labs, etc.)	_____	_____	_____	_____	_____	_____	40
Clinical experience	_____	_____	_____	_____	_____	_____	41
Other "field work" (outside of class)	_____	_____	_____	_____	_____	_____	42
Association with specific faculty members	_____	_____	_____	_____	_____	_____	43
Interaction with other nursing students	_____	_____	_____	_____	_____	_____	44
Other: _____	_____	_____	_____	_____	_____	_____	45

a. Now go back and circle the check for the item you feel was most valuable for you. 46

6. What is your current employment situation? (Check one, and indicate number of hours when applicable.)

_____ 1. Full-time wage-earner, regularly employed (_____ hours per week) 47
_____ 2. Part-time wage-earner, regularly employed (_____ hours per week) 48-49
_____ 3. Wage-earner, not regularly employed but work an average of about _____ hours per week.
_____ 4. Self-employed, currently working an average of about _____ hours per week.
_____ 5. Funded graduate student (on scholarship, fellowship, etc.)
_____ 6. Not employed at present. (Includes students without funding.)
_____ 7. Other: (Describe briefly, including estimate of hours per week in paid employment.)

_____

a. If you are currently enrolled in an educational institution for degree credit:

What is your major field? _____ 50

If receiving a stipend, what is the amount? $_____ per _____. 51-54

What degree are you working toward? _____ 55

7. If currently employed (whether wage-earner or self-employed):

What is your present position? (Title or brief description) _____ 56-57

Name of employer (agency, organization, "self," etc.) _____ 58-59

Your current salary before taxes, deductions, etc. (Estimates okay.) $_____per_____ 60-64

If supervisory position, how many persons do you supervise? _____ 65-66

What are your expectations of remaining in this position, barring unforeseen developments?

_____ 1. Permanent, for the foreseeable future
_____ 2. Uncertain; depends on what alternatives become available 67
_____ 3. Temporary or short-term

8. In what state were you first licensed as an R.N.? _____ What year? 19____ 68-69 70-71

9. Had you been regularly employed before you enrolled in the baccalaureate nursing program from which you graduated? (Check all that apply.)

_____ No. I had never been employed. 72
_____ NOT in nursing: occasional or temporary employment (e.g., summer jobs) 73
_____ NOT in nursing: regular employment (either part-time or full-time) 74
_____ As a nurse: occasional or temporary employment (e.g., summer jobs) 75
_____ As a nurse: regular employment (either part-time or full-time) 76

10. If you had been employed as a nurse, please think of the last position you held prior to enrolling for your upper-division work toward a baccalaureate in nursing. How would you compare that position with the one you are in now--in terms of: (____ check here if you are not working at present or were never previously employed in nursing.) 1-5 ID 6-8 7-8-02

	More in Previous Job: Much More (1)	More in Previous Job: Somewhat More (2)	About the Same (3)	More in Current Job: Somewhat More (4)	More in Current Job: Much More (5)	
Educational qualifications required for hiring	_____	_____	_____	_____	_____	9
Actual knowledge and skills required for job performance	_____	_____	_____	_____	_____	10
Amount of supervision you receive from others	_____	_____	_____	_____	_____	11
Amount of supervision you provide for others	_____	_____	_____	_____	_____	12
Degree of autonomy you have in your work	_____	_____	_____	_____	_____	13
Job security	_____	_____	_____	_____	_____	14
"Status" connected with the position	_____	_____	_____	_____	_____	15
Potential for increased earnings in the future	_____	_____	_____	_____	_____	16
Potential for professional advancement	_____	_____	_____	_____	_____	17
Amount of personal satisfaction derived from your work	_____	_____	_____	_____	_____	18

11. How much interest do you presently have in the following areas or activities of nursing?

	Little or No Interest		Some Interest		Much Interest	
	1	2	3	4	5	
Belonging to a state or national nurses' organization such as the American Nurses' Association or a state affiliate	_____	_____	_____	_____	_____	19
Reading Nursing Research or other nursing journals	_____	_____	_____	_____	_____	20
Attending meetings or workshops related to nursing or to health care professions	_____	_____	_____	_____	_____	21
Doing research connected with nursing or health care	_____	_____	_____	_____	_____	22
Writing articles related to nursing or health care	_____	_____	_____	_____	_____	23
Acting as a resource person to newly licensed nurses or to other nurses	_____	_____	_____	_____	_____	24
Acting as a leader or coordinator in matters connected with nursing or the health field	_____	_____	_____	_____	_____	25
Union activities related to nursing	_____	_____	_____	_____	_____	26

12. Do you currently belong to any professional nursing organizations?

_____ 1. No 27
_____ 2. Yes Which ones? _____ 28

13. Have you ever held any offices or served on committees in a professional nursing organization? (Check all that apply.)

_____ 1. No, neither 29
_____ 2. Yes, have served on committees _____ 30
_____ 3. Yes, have held office _____ 31

14. If you had it to do over again, and knowing what you know now about the program, would you still enroll in the program from which you earned your baccalaureate in nursing?

_____ 1. Definitely yes
_____ 2. Probably yes
_____ 3. Don't know 32
_____ 4. Probably no
_____ 5. Definitely no

15. If a friend who qualified for admission to that program were to ask your advice on whether or not to enroll there, how would you respond?

_____ 1. Would recommend the program without reservations
_____ 2. Would recommend the program only if I felt he/she would "fit in" 33
_____ 3. Would not recommend the program to a friend

a. If you checked the middle option above, could you briefly describe what characteristics you would base your judgment on?

_____ 34

16. Is there anything else you'd like to tell us that we haven't asked about, or any of your responses that you would like to elaborate on?

35

Thank you for your participation. Please return your completed questionnaire, as soon as possible, in the postage prepaid self-addressed envelope to:

NATIONAL SECOND STEP PROJECT
Sonoma State College
Department of Nursing
Rohnert Park, CA 94928

102

NATIONAL SECOND STEP PROJECT

Graduate ID #_____ 1-5
6=9
7-8=01

SUPERVISOR RATING SCALE

1. How long have you known this graduate? _____ 1. Less than six months (About how many months?____) 9
_____ 2. Six months to a year
_____ 3. One to two years
_____ 4. More than two years

2. How would you rate this employee with respect to the following characteristics, in comparison with other baccalaureate nurses you know and/or supervise? (Check one in each line. If you feel that you simply have no basis for making a judgment concerning a particular characteristic listed, please check the "unknown" column and leave that rating blank.)

	Unknown	Very Low	Below Average	Average	Above Average	Very High	
	0	1	2	3	4	5	
a. Commitment to nursing	_____	_____	_____	_____	_____	_____	10
b. General intelligence	_____	_____	_____	_____	_____	_____	11
c. Ability to perform assigned tasks	_____	_____	_____	_____	_____	_____	12
d. Motivation, initiative	_____	_____	_____	_____	_____	_____	13
e. Sound judgment	_____	_____	_____	_____	_____	_____	14
f. Makes workable suggestions for change . .	_____	_____	_____	_____	_____	_____	15
g. Communication skills	_____	_____	_____	_____	_____	_____	16
h. Problem-solving ability	_____	_____	_____	_____	_____	_____	17
i. Self-esteem, self-confidence	_____	_____	_____	_____	_____	_____	18
j. Responsibility	_____	_____	_____	_____	_____	_____	19
k. Sensitivity, concern for others	_____	_____	_____	_____	_____	_____	20
l. Leadership skills	_____	_____	_____	_____	_____	_____	21
m. Potential for advancement	_____	_____	_____	_____	_____	_____	22

3. Overall, how would you rate this graduate in comparison with others you have known and/or supervised? (Please circle one of the X's.)

X	X	X	X	X	X	X	X	
Very Low	Low			Average			High	Very High	23
1	2	3	4	5	6	7		8	

4. Would you like this nurse to care for you or a member of your family in health or illness?

_____ 1. No
_____ 2. Don't know 24
_____ 3. Yes

5. What is your title? _____ 25

6. Your educational background is: (Please check all that apply and indicate the year awarded.)

	Major	Year	
_____ a. Hospital School Diploma	_____	_____	26-29
_____ b. Associate Degree	_____	_____	30-33
_____ c. Bachelor's Degree	_____	_____	34-37
_____ d. Master's Degree	_____	_____	38-41
_____ e. Ph.D. or Ed.D.	_____	_____	42-45
_____ f. M.D.	_____	_____	46-49
_____ g. Other (Specify: _____)	_____	_____	50-53

Thank you for your cooperation. Please return this form to:

National Second Step Project
Sonoma State University
Rohnert Park, CA 94928

INDEX

A

Achievement Tests:
Applied Natural Sciences 35, 56
Community Health 35, 56
Age at entry 4

B

Balancing, family, work, school 43
Basic degree, student 4
Breadth of life experiences 42

C

Clinical areas, interest in 18-19, 49
Commitment to nursing 17, 44
Commuting, information on 7
Competencies, self-perceived: 44, 52
Intellectual activities 28
Nursing process 27-28
Nursing roles 29
Competition, desire for 36

E

Educational experiences:
Evaluation of 40-41, 45
Preference for specific type . 7, 30-32, 36, 53
Quality of 8, 11
Relationship with faculty 29-30
Study time 7
Employment preferences 19-21, 50

G

GPA: At entry 4
At exit 10, 47
Graduate School: Aspirations 14
Attendance 11
Graduates' income 40

H

Health care system, rating of 15

I

Income: Graduates' 40
Parents' 5
Spouse's 6
Student's 6
Intelligence test 9

M

Marital: Plans 14
Status 14
Marriage-career conflict 14

N

Nursing characteristics now:
Faculty 2
Students 22-25
Nursing characteristics future:
Faculty 2
Students 25-27
Nursing orientations 13, 48
Nursing, personal satisfactions from . 21-22, 51
Nursing, reasons for entering 15-17, 43
Nursing specializations 17-18

P

Parents' Education 5, 42
Income 5, 42
Occupation 5, 42
Personality Inventory:
Faculty 3
Student 33-34, 55
Perspectives, broadening of 36-37
Political views, student 4, 14
Professional activities, interest in . 37-39, 45, 57
Program goals, progress toward 36-37, 46

R

Race, student 4
Religious background, student 4
Response rates 47

S

Sample 47
Selection of program, reasons for 6
Sex of student 4
Sex roles 14
Socio-Economic-Status (SES) 42
Spouse's Education 6
Income 6
Occupation 5
Student's Income 6
Success: Academic 47
Sense of accomplishment 46

V

Values, rating of 32-33, 54

W

Women's movement, effect of 6
Work experience, comparison 46
Work experience during school 36
Work experience:
Faculty, previous 1
Student, previous 5, 39, 42-43
Work experience:
Graduate 10, 11, 39-40
Supervisor's Rating 12